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ABSTRACT

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on cities and urban life is designed for use with ninth-grade students, but could be used with other students. A variety of activities and materials for the activities are included. While some of the activities apply directly to Seattle, Washington, many could be used in any urban area. Each lesson usually includes the concept of the lesson, materials needed, notes to the teacher, procedures, and evaluation activities. (RH)

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CITIES THEN & NOW, And Where Do We Go From Here?

SKIDMORE, MUCCILLI PAK

by Margaret Skidmore
Kathie Muccilli

An Environmental Learning Experience for 9th grade level. One of many "ELE PAKS" available for all areas.

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SE 021 439

Background Notes to the Teacher

The following unit is intended for students on the ninth grade level but may be used, in part, or its entirety, on any level.

The individual research paks can be used for whole class work and parts of the field trip may be used as individual learning experiences.

By following all the lessons outlined, a teacher should allow a period of nine weeks for the completion of the unit. However, it can be taught in six weeks and still maintain its objectives.

Because of the overall length of the unit we have not included a master materials list; rather all materials needed for a given lesson are listed at the beginning of that lesson.

LESSON 1 - CITIES THEN
(1 - 2 weeks)

CONCEPT:

a) The evolutionary history of individuals and groups are reflected in the development and structure of the city.
b) Man has progressed from a primitive state of life to a relatively complex, and like all living things, he is interdependent with his environment.

OBJECTIVES:

The student will be able to:
1) list the basic needs of man
2) recognize the factors that lead to the development of cities
3) recognize the elementary problems created by an urban society

MATERIALS:

1) filmstrip projector and phonograph
2) film projector (optional)
3) black board and overhead projector
4) bulletin board or wall space
5) butcher paper and various colored felt pens
6) transparencies (masters enclosed)
   a) Influences of American Agriculture
   b) the Megolapoli
7) vocabulary list
8) cities crossword puzzle
9) quiz masters
10) student handouts
11) textbook, Man and His World, Contemporary Social Studies Curriculum, Silver Burdett Co., Morristown, N.J., 1972 (Optional, see Procedure #1)
    SRA - Growth, America: Land of Change, The Closing Circle, Barry Commoner
12) filmstrips
    "Man and the City" - Warren Schloat, Inc., Prentice Hall Co., 1972 (see A-V catalogue) (Optional, see Procedure #1)
    "Cities - U.S.A.", Guidance Assoc. (See A-V catalogue)
13) dictionaries - enough for half the class
14) variety of history textbooks - can be American History or Washington State. Ex: Babcock, Our Pacific Northwest, Avery, History and Government in Washington State
15) any pamphlets on government terms
16) Optional: film, "Rise of American Cities" (available ERAC)
17) teacher notes

PROCEDURE:

1. Write the word CITY on the blackboard. Ask students to hypothesize as to how cities developed. Take ten minutes for a brainstorming session, listing on the board key words from their input.

   The following questions may be helpful:

   How did cities come about?
   What factors or influences made man decide to live together in cities?
   What physical, mental, and spiritual conditions caused this?

Ask class to now formulate the board list into a sentence or two to write on the butcher paper as their original hypothesis. Place this in a prominent place in the room to be used later in the follow up.

2. EACH OF THE FOLLOWING ACTIVITIES (A, B, OR C) ACHIEVES THE SAME PURPOSE. YOU MAY ELECT TO DO JUST ONE OR ALL THREE, DEPENDING ON THE TIME YOU ALLOW FOR THE TOTAL UNIT AND THE MATERIALS AVAILABLE.

   A. Show the filmstrip, "Man and the City", part one. Pass out the student handout and have students fill in as many answers as they can. Discuss the over-all effect the filmstrip is trying to represent. Ask the class why they were unable to fill in all the blanks. Reshow the filmstrip, allowing students to keep their answer sheet before them and stop it where they request time to catch answers.

      Show transparency of Influences of the Agricultural Revolution. Discuss this in relation to filmstrip handout. Refer to original hypothesis on butcher paper. Discussion should bring out the elements which lead to development of the city.

      OR

   B. Textbook assignment, "Man and His World"

      OR

   C. Filmstrip, "Cities - U.S.A."

   Plus - Have students read and discuss pgs. 82-86 The City Today "Growth" (SRA) after they have completed A, B or C.

Student Name _____

STUDY QUESTIONS ON THE FILMSTRIP
MAN AND THE CITY

1. Two main basic drives of man are _____ and _____.

2. Which of the following is true of man:
   A. Man adapts to his natural environment
   B. Man uses his power (the brain) to alter the environment.

3. Early man first lived as _____ and _____.

4. They were dependent on the _____, _____, _____.

5. These men moved around in search of food. They were _____.

6. What development lead to man's living in communities?

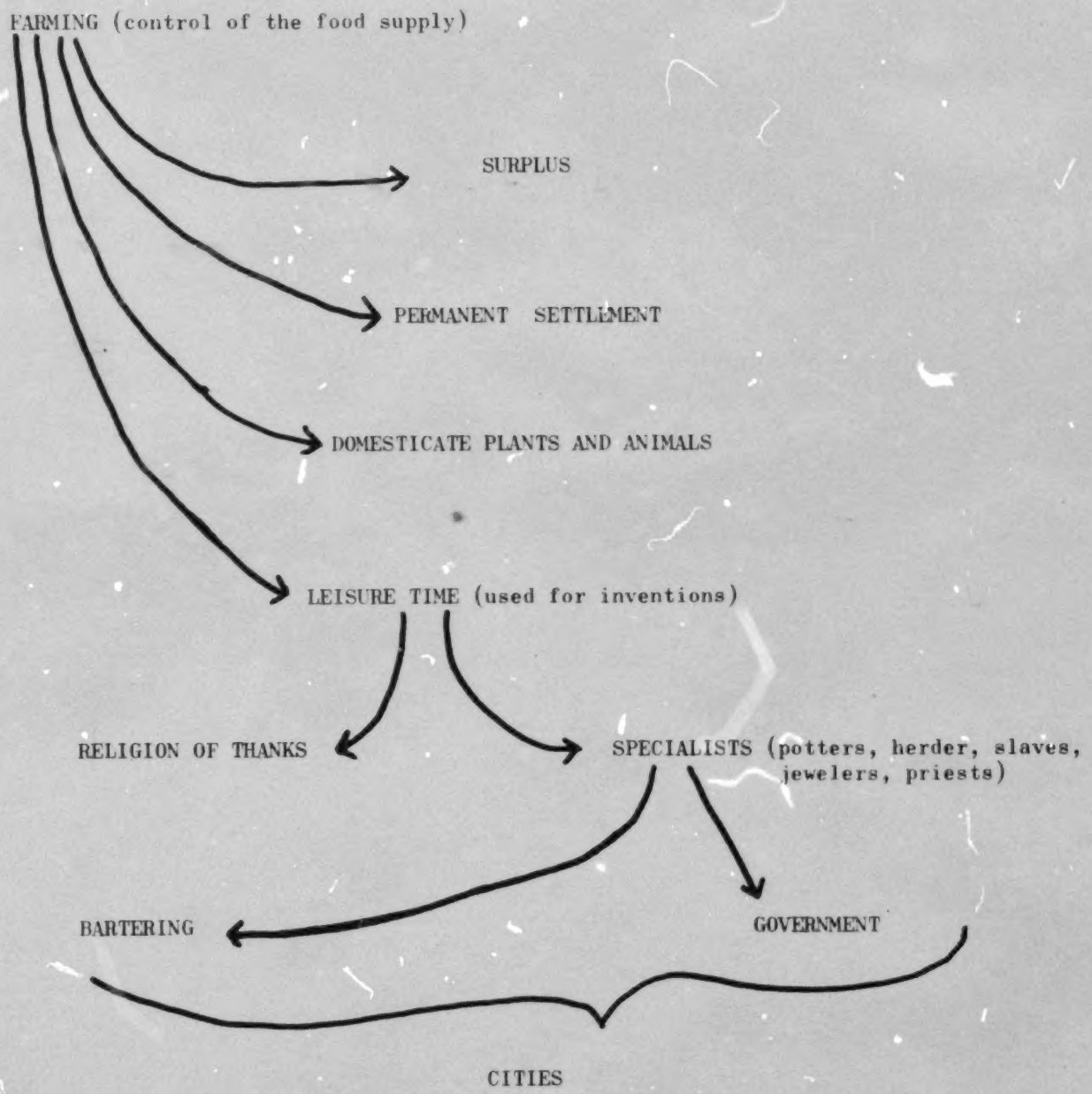
7. What are the reasons given for man living in cities:
   A. _____
   B. _____

8. Other scientists say agriculture was not a requirement for the start of cities, but that other developments lead to the rise of cities. These are?
   A. _____
   B. _____
   C. _____
   D. _____

9. Living in cities allowed other things to happen. They were
   A. _____
   B. _____
   C. _____
   D. _____
   E. _____
   F. _____

10. The first cities were man's first attempt to create

INFLUENCE OF AGRICULTURE DEVELOPMENT OF CITIES



OR

B. Textbook assignment: Man and His World

Pass out assignment to each student, plus a copy of the book. Tell students: *this is research detective work to see how accurate your hypothesis is. The pages where you will find the answers are indicated on the assignment sheet.*

Allow one and a half days for research. Go over student papers and discuss their findings.

Show transparency on Influences of Agricultural Revolution. Discuss the elements that lead to the development of cities. Compare their answers to butcher paper chart.

(See A for copy of transparency)

BASIC RESEARCH on the beginning of cities. (Man and his World).

This will require some reading. Follow the reading instructions closely. We hope this will give you a better understanding of the difficulties you will encounter in your modern city project.

Pg. 3

1. The world was, and is now, the home of many different people. These people didn't get many chances to see or hear one another. It was a big world. In a way, we could say, that the world is now our neighborhood. What was it, that made the world, so to speak, smaller?

_____

_____

Pg. 54

2. Man uses the earth's building blocks and is dependent upon these building blocks.
   a. What is meant by the term, building blocks? _____
   b. Give some examples _____

_____

Pg. 197

3. Man chose to adapt his environment to his needs, rather than to just use what he had about him.
   a. Why did man become a farmer? _____

_____

   b. Why the change from hunting to herding? _____

_____

   c. Did this make a difference in the way people lived together? (Explain your answer please). _____

_____

_____

Pg. 198

4. a. How did surplus develop? _____

   b. How did trading develop? _____

_____

_____

c. Can trading exist in a hunting-gathering culture? (Explain your answer please). _____

_____

_____

Read pages 200-202

5. Briefly describe the three measures of success of one of the first places in the world to be occupied on a permanent basis.

1. _____

_____

2. _____

_____

3. _____

_____

6. The Jericho site had a number of things going for it. List at least 5.

_____ _____

_____ _____

_____

Read page 289
Read pages 204-212

7. When we speak of people living in groups, we are speaking of society. The Latin word socius means " _____ ". Can you give a reason for any group to fall apart. _____

_____

Society is an expression of man's need to belong - to be a joiner. Briefly explain why some people "want out". _____

_____

_____

Why don't they stay "out" for long? _____

_____

_____

8. Archeologists believe that in Ur, Mesopotamia, the world's first civilized society was established. Briefly, give 4 examples of this city's success.

a. 1. _____

2. _____

3. _____

4. _____

b. Give at least 3 surpluses of the people at Ur.

1. _____

2. _____

3. _____

9. Success was beginning to spoil the people of Ur. Not everybody was getting enough for his liking. What can cause trouble between competitors?

a. _____ b. _____

c. _____

Read pages 307-312

10. Most people in early cities could defend themselves better against envious and hostile neighbors, than the people living in small groups. "Walls" usually were built. They did not offer lasting protection, but it gave the people a sense of security. In what way? _____

_____

How can you compare this with people going out in campers, trailers, cars, yachts looking for a place to stay overnight?

_____

_____

11. Dr. Lewis Mumford compared ancient cities in Mesopotamia with the look-alike cities many people live in today. According to Dr. Mumford, what was the difference? _____

_____

_____

_____

_____

12. Dr. Mumford states as his opinion, that "Every feature of the early city revealed the belief that man was created for no other purpose than to magnify and serve his gods." Using Ur as an example, prove his points.

_____

_____

_____

13. What were the building blocks of the Mesopotamian valley?

1. _____ 2. _____

3. _____ 4. _____

5. _____

14. Not much later than Ur all over the world other city builders started to work. The environments might have differed from Sumer's, but in several ways they were alike. State two similarities.

1. _____

2. _____

Read 316-320

15. There were 3 economic classes in Egyptian society:

1. _____ 2. _____

3. _____

Briefly describe each: 1. _____

_____

2. _____

_____

3. _____

_____

16. In general there are more opportunities for personal advancement in large cities (urban societies) than there are in small villages (rural societies). Please, explain this in your own words and use some examples.

_____

_____

_____

17. When did the first signs of life becoming a "rat race" appear? _____

18. There were taskmasters and slave drivers to keep the laboring classes busy. In the Bible story of the Hebrews' hard life in Egypt, the Pharaoh (Ramses II) insisted that _____

_____

19. Life in towns and cities became increasingly competitive. What did it usually take to get a bigger piece of the action? a. _____

b. _____ c. _____

20. What could be said of some people? _____

_____

21. List 5 of the (early Egyptian) occupations of the urban middle class. (pretty familiar?)

1. _____
2. _____
3. _____
4. _____
5. _____

Now after doing your "detective" work, write a paragraph comparing the city of today to early cities. Go back to our original hypothesis and include details from what you have just done.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

OR

C. Show filmstrip, "Cities, U.S.A."

Pass out questions to students and have them fill in as many answers as possible.

Ask: *Why could you not fill in all the blanks?* (not enough time - too much information)

Replay filmstrip, stopping at students' request so that they may fill in points missed.

Show transparency on Influence of American Revolution. Discuss the elements that lead to the development of cities. Compare their answer to bulletin board hypothesis.

(See A for copy of transparency)

"What is the city - but the people" Wm. Shakespeare

Name _____

1. The U. S. Census Bureau defines a city as a community of _____ people.
2. There are more than _____ urban areas in the country today.
3. _____% of our people live in cities.
4. In 1960 _____ million Americans lived in substandard housing. Today the figure is _____ million.
5. Air pollution contributes to the following diseases _____, _____ and _____.
6. We have been using our rivers as _____
7. How much area of our cities is given over to automobiles? _____
8. How fast are cars being manufactured in Detroit? _____
9. What is a nickname for the suburbs? _____

(History)

1. Why did early man begin to live together? _____ _____ _____
2. Early dwellings were built to serve as a _____
3. What city was called "the school of Hellas"? _____
4. In the Roman world, the city adapted toward a _____ way of life.
5. The city as we know them today first appeared in the _____ century.
6. With the _____ _____, the cities exploded.
7. Thomas Jefferson said: _____ is as necessary to our independence as to our comfort.
8. Name some laws that have been passed all ready to help the cities of:

   a. California _____

   _____

   b. Philadelphia _____

   _____

c. New York City _____

_____

d. Pittsburgh and San Francisco _____

_____

e. Minneapolis _____

_____

9. Why do scientists say the above is not enough? _____

_____

10. Name two suggestions for the future: _____

_____

1. The new kind of city is called _____
2. The Norfolk/Boston city houses _____ million people, _____ of our population, and covers _____ states.
3. The following areas are predicted as megalopoli: _____,

_____, _____, and _____.

4. President Roosevelt signed a _____ to take action about problems in the cities.
5. The urban renewal bill was put into effect in _____.
6. President Johnson passed a bill in 1965 about _____
7. What cabinet post did President Johnson start to help solve urban problems?

_____

3. Vocabulary

Tell students: *We have seen that cities developed because man learned specialized skills. Man also developed specific words to meet his needs in communicating about the city. Here are some of the words that we'll be using to refer to the cities. We've heard them before, used some regularly in our conversation, learned some in what we've done so far, BUT, to give us a better understanding of the city and a clearer communication with one another, let's develop a uniform list of definitions to use.*

Allow students to choose partners for this exercise. Pass out vocabulary lists plus dictionaries and any other material students can use to find the definitions. (One class period should be enough research time)

Go through list with class and reach a workable definition for each word. Have each group (of 2 students) choose a word and write it's definition on butcher paper and place near original hypothesis for easy reference.

OR

After concensus has been reached on each word, compose a group to make a complete vocabulary list on butcher paper and post it next to hypothesis.

4. Final Activity (Evaluation)
   Suitable for A, B or C

Have students read pp. 8 & 9 (Law and The City)
1. List 5 reasons why people come to the city
2. Compare these to what lead to the rise of cities (see original hypothesis)
3. Is there any correlation between two lists? Where, cite examples.

Have students read 1-4 do questions 1, 2, 3, 4, read p. 13-17, do questions 1, 2, 4, 5, 6, 7, 8

Then compare the two lifestyles.

Read captions on pg. 12 to pictures. Answer the question given in the caption.

EVALUATIVE ACTIVITY:

1. We have included three possible quizzes over parts A, B, C under 1 in the procedures.

2. Students are to write an essay on the validity of their original hypothesis. Does it still seem valid? If not, why not? If so, why? They are to use details from their study to back up their arguments.

Name _____

QUIZ MAN AND THE CITY AND VOCABULARY

TRUE AND FALSE:

_____ 1. The Model Cities Project is a part of HUD.

_____ 2. Urban renewal means to tear down and replace while restoration means to bring back to original form.

_____ 3. Rural means in the city.

_____ 4. The Ghetto is a desireable place to live.

_____ 5. The official definition of poverty is 4 people living on $5,000 a year.

_____ 6. Environment + Man = Habitat

FILL IN THE BLANK:

1. The major development that lead to man's living in communities was _____.

2. When different people complete different occupations this is called

_____ _____ _____

3. One of the basic needs or drives of Man is _____.

4. Define Forces of Nature. _____

5. One advantage to living in the cities is _____

6. One disadvantage to living in cities is _____

HYPOTHESIZE:

Is the city meeting the needs for which it was originally created? If not, cite specific circumstances within it for these needs not being met. Also include some recommendations that you can think of right now to help alleviate those problems. What might happen if the city continues in its present ways?

OR

In developing cities as a solution to some of his problems, man has created other problems. Defend or attack the following statement: "It is not possible to solve some societal problems without creating others."

Test over filmstrips and movie (Rise of American Cities)

Name _____

Teacher _____

_____ 1. This started at about the same time as cities.

_____ 2. Number of years ago that cities started.

_____ 3. Man lived as this before cities.

_____ 4. This city grew up around the meat packing industry.

_____ 5. This city is a big steel and iron center.

_____ 6. A city that grew up around a religious center.

_____ 7. The condition where each man does only one type of job.

_____ 8. Spokane is an example of a city that grew up as a

_____ 9. The U. S. Census Bureau says that to be a city this many people must live there

_____ 10. This many people live in American cities.

_____ 11. A giant city

_____ 12. The area outside of the city proper

_____ 13. This city also had a fire

_____ 14. This city had a major riot in the 1860's

_____ 15. Cities are man's first attempt to shape his

_____ 16. One of the basic needs of man

_____ 17. Most people living in American cities came from here

_____ 18. The slum area of a city

_____ 19. This was supposed to cure malaria

_____ 20. This city had no parks

a. 10,000
b. 2500
c. 145,000,000
d. New York
e. Chicago
f. Pittsburgh
g. Delphi
h. Spokane
i. Seattle
j. Rome
k. Philadelphia
l. agriculture
m. specialization
n. megalopolis
o. suburb
p. ghetto
q. brain
r. food
s. farms
t. smog
u. environment
v. hunter & gatherer
w. trade center

MODERN CITY CROSSWORD PUZZLE
Clues

ACROSS

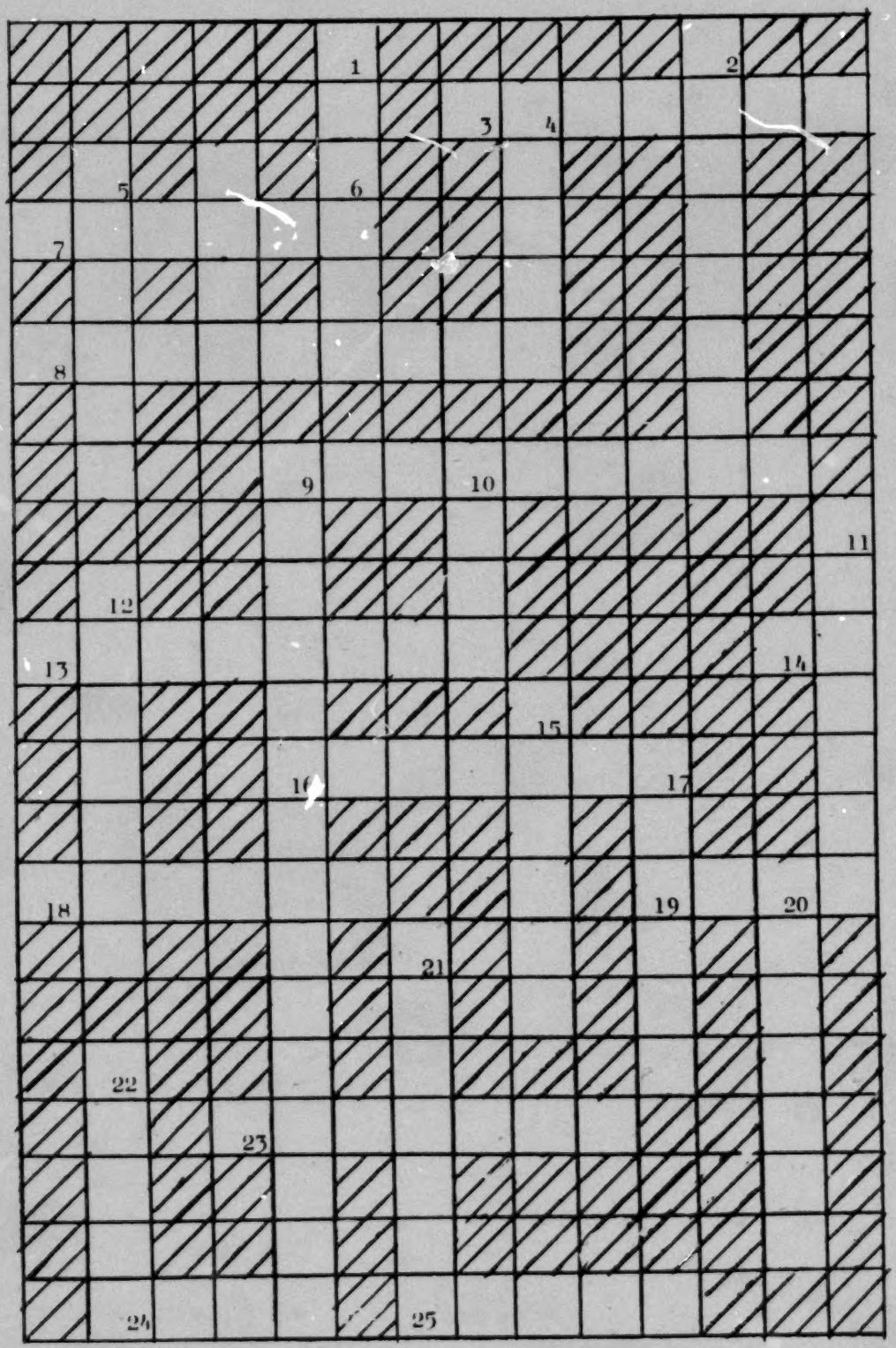
3. Dr. _____ was one of the men in the book we read, he talked about Ur.
7. When people live in groups, they feel safe and _____.
8. Socius is a Latin word meaning _____.
9. The people you live around are your _____.
13. Different _____ live in different areas and act differently.
14. See 24 across.
16. These were domesticated when man turned from hunting to herding.
18. The highest of the economic classes in the Egyptian society were the _____
19. Our newest unit is about the _____.
23. Before man began herding, he spent 20-30 hours a week _____ and gathering.
24. Around the 3rd millenium __#14__ the first signs of the "rat _____" began to appear.
25. When man had extra of one item, he would _____ it for something he needed but did not have.

DOWN

1. This is a _____ city crossword puzzle.
2. One measure of success within the first permanent dwelling places was that people learned to live close _____.
4. Another word for a large city area is an _____ area.
5. Society is an expression of man's need to _____
6. One by product of our cities, a place in which we throw our trash is the _____
9. Another name for an earth's building block is a _____ X _____
10. "Man was created for no other purpose than to magnify and serve his _____"
11. _____ shows how man needs to be a joiner, it comes from Latin.
12. When man developed more things than he needed, he created a _____
15. When man quit gathering and began to cultivate, he became a _____.
17. Latin root word
20. When people did not get all that they wanted, it caused _____
21. One reason people began to live jointly, was they pooled their weapons to _____ one and another.
22. The lowest class in the Egyptian culture was used for _____

To match info from
book Man & His World

MODERN CITY CROSSWORD PUZZLE



PROBLEMS OF THE CITY UNIT

Vocabulary List

Lesson 1 - The following words should be dittoed off for students. Students should complete as many definitions as they can. Use dictionaries and other sources.

1. urban
2. suburban
3. megalopolis
4. mass transportation (Rapid Transit)

   BART
5. Municipal government
6. HUD - OEO
7. model cities/demonstration cities
8. urban renewal
9. social renewal
10. restoration
11. poverty
12. ghetto
13. habitat
14. ecology
15. balance of nature
16. environment
17. pollution

Vocabulary List

Teacher's Copy - You may use these to help the class.

1. urban - characteristic of town or city - residential-industrial-services-business complexes
2. suburban - outlying part of city - or smaller place near a larger city - residential districts on the outskirts of city
3. megalopolis - mega (large - great) lopolis (city)
4. pollution - defilement, impurity
5. transportation - systems and modes of conveyance of persons or goods
6. government - direct control rule in a system - authority over people - defence - mutual welfare
7. HUD-OEO - Housing & Urban Development (Kennedy) - Office of Equal Opportunity (Johnson)
8. urban renewal - federal project late 50's widen rejuvenate city
9. poverty - any deficiency in what is desirable, scarcity, poorness - 4 $2800/yr.
10. model cities
11. demonstration cities } government programs under HUD
12. habitat - natural abode - nothing manmade
13. restoration - return, give back existance of use, repair, renew
14. social renewal - community interdependence
16. ecology - biologically dealing with the interrelations between living things and their surroundings
17. balance - a condition in which opposing influences exactly offset each other
18. environment - sum total of the conditions and influences which affect the life and development of person animal or plant

SUGGESTED EXTRA ACTIVITIES:

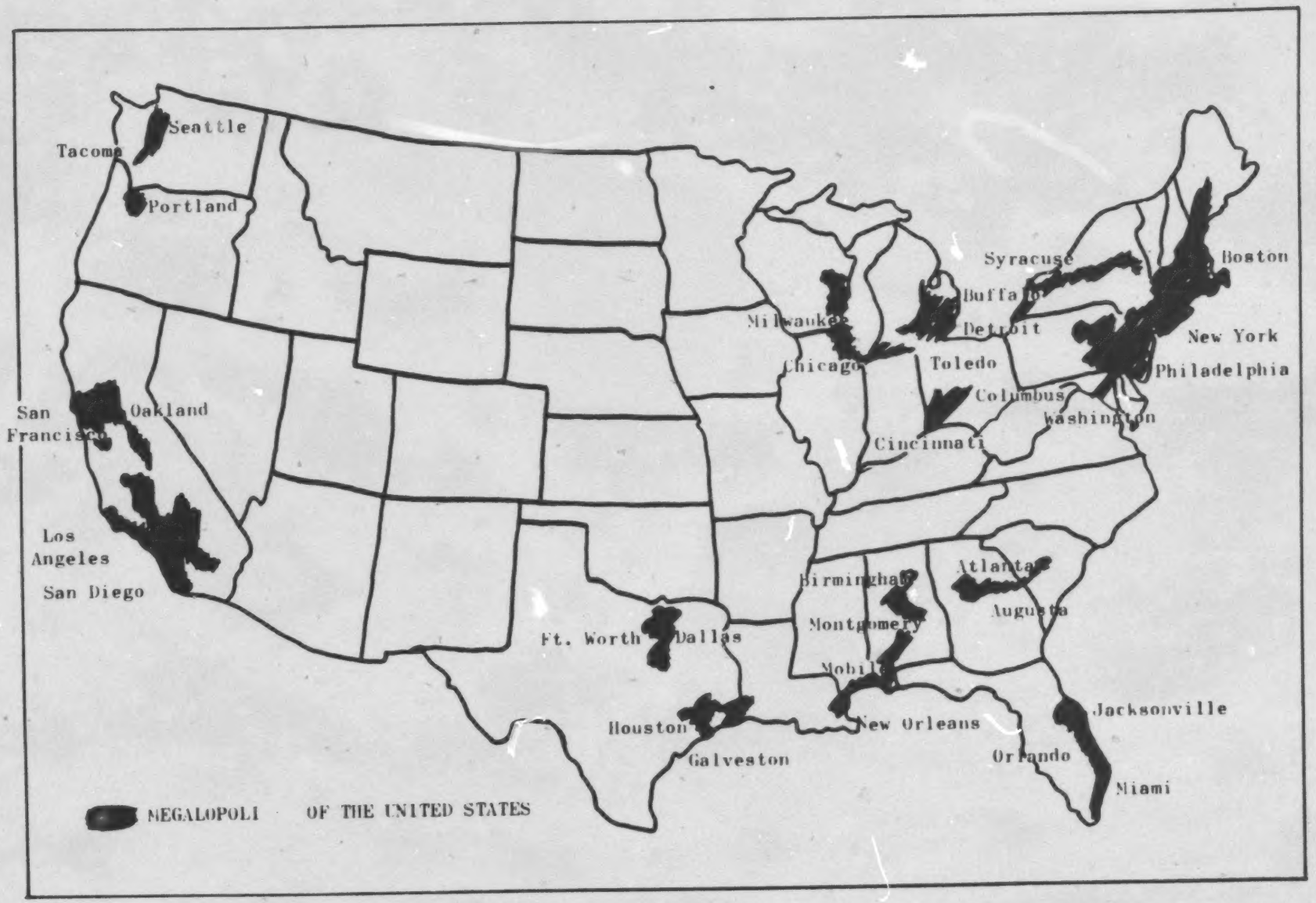
1. Show the film, "Rise of American Cities" (see A-V catalogue) or any other film which explains the development of American cities.

2. Any of the alternate lessons not used.

3. Show the transparency on the megalopolis. Have students identify the areas and hypothesize as to why they occur where they do.

4. Have either a discussion or students write an essay on the following.

   Is the city meeting the needs for which it was originally intended? If not, cite specific examples within the present city where these needs are neglected.


Seattle
Tacoma
Portland
San Francisco
Oakland
Los Angeles
San Diego
Ft. Worth
Dallas
Houston
Galveston
Milwaukee
Chicago
Syracuse
Buffalo
Detroit
Toledo
Columbus
Cincinnati
Boston
New York
Philadelphia
Birmingham
Atlanta
Augusta
Montgomery
Mobile
New Orleans
Jacksonville
Orlando
Miami
MEGALOPOLI OF THE UNITED STATES

LECTURE NOTES

People who live in cities in the U. S. : 140,000,000 in 1970

45 million more will be there by 1980

90% of the population will live in cities by 1980

Over 1 million acres of land is in cities right now: larger than Washington state

Cities started about 10,000 years ago (between 8 and 10,000 B.C.)

1. Hunters and gatherers turned to agriculture and started the first cities in the Tigris-Euphrates area of Mesopotamia -- nobody knows for sure why they settled there (speculation is that the right conditions existed: climate was warm, fertile soil, abundance of wild life, water, etc.)

2. Hunting and gathering takes approximately 20 hours a week. Agriculture takes twice that time.

3. Man begins to control his environment at this point instead of being its victim.

140 mill { 76 mill - outer city
64 mill - inner city

30% space of city to auto

Inner city - business, culture area, slums

Population density - 700 per sq. mile

LESSON 2 - CITIES NOW
(1 week)

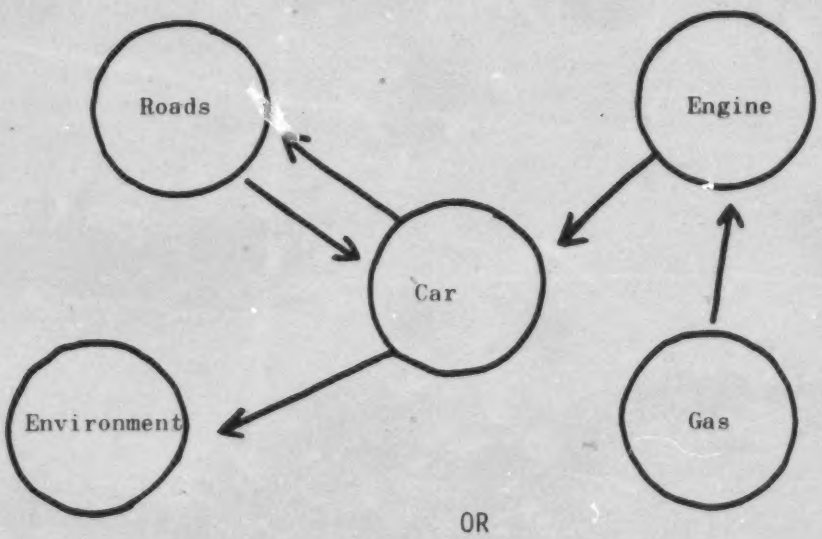
CONCEPT: Special associations and relationships exist between members and components of a city.

OBJECTIVES: The students will be able to:

1. define and determine interrelationships in the city
2. match the component of the city with an area of responsibility
3. determine who is most responsible for the present dilemma in the city

MATERIALS:
Text: Justice in Urban American Series, "Law and the City", Houghton-Mifflin, Social Studies Program, 1970 (class set)
Handouts: "Cities Have Problems" (class set) (master included)
Film: "City Limits" (Canadian Film Board - available through Project ECOLogy)
Alternate Film: "Mission Possible - They Care for a City" (ABC Productions)
Audio visual equipment: overhead projector
film projector

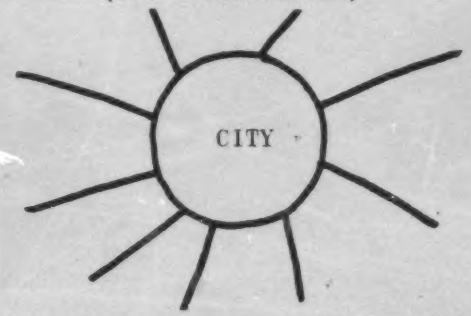
PROCEDURE:
A. 1. Draw a circle in the center of the overhead and label it "car". Ask the students: *What makes the car go?* Place the student responses in other circles and connect them to the auto with arrows showing the direction of influence. Students begin to see that not only do things affect the car but that the car also affects those items it depends upon.



OR

Put the word "child" in the center circle and ask students, *Who is responsible for the development of the child?* Follow the directions above to show the interdependence and interrelationships of people.

A.2. Draw a circle on the overhead and label it City. Draw lines from it. (see illustration)

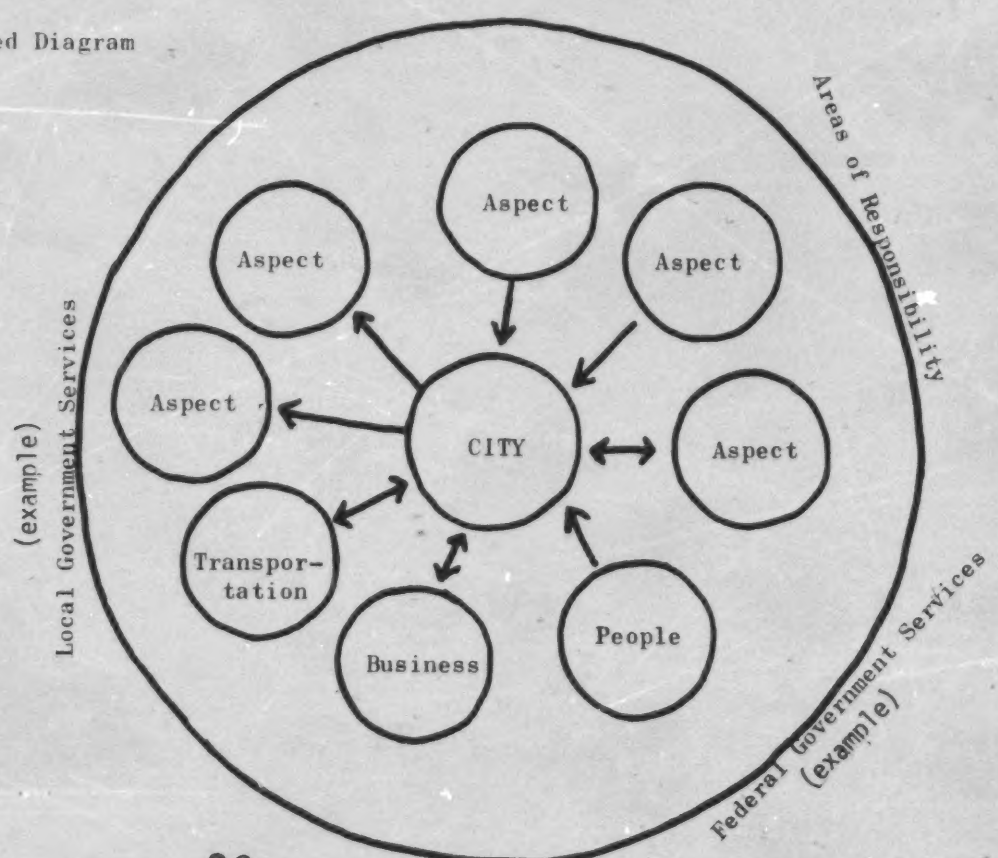


(1) Have the students complete the diagram by naming as many things as they can that make or affect the city. Write these at the ends of the lines and circle them.

(2) Next ask the student: *whether these aspects (components) influence the city and/or are influenced by it?* Make the lines, arrows going in the appropriate direction(s). (Note to the teacher: some arrows will go in both directions (affect and be affected by the city) others will only go in one direction).

(3) Finally, draw a larger circle around the entire diagram and have the students list the areas of responsibility in each aspect listed.

Completed Diagram



Tentative List
Aspects of the City:

government and taxation	crime
careers	employment
consumer affairs	poverty
housing	pollution
transportation	population growth and distribution

A.3. Give students handout entitled "Cities Have Problems." Have them follow directions on it and complete it. Hold a class discussion (15-20 minutes). Determine consensus by seeing how many prioritized their list in a like manner. (i.e. how many put crime rise as the number one problem?)

Discuss reasons why some items are of a higher priority than others according to their lists.

A.4. Have students read "Law and the City" pp. 19-26 (Note to student: read all captions to pictures). Discuss or have students write out questions 3, 4, 5, 6 (P. 26)

A.5. Ask the question and discuss: *Who can do most to curb pollution in the city? (a) government (b) business (c) people, and why?*

A.6. Show film "City Limits" (an alternate film that could be shown at this time is "Mission Possible - They Care for a City" - follow same procedure as for "City Limits".)

Jane Jacobs film presents an interesting and unique point of view in regards to the city: its problems, unique features and future. It is a call to action from Jane Jacobs, noted authoress; a review of the ills of the city as well as an enlightening approach to how some of these ills "could" be solved. You should show this film twice. After the first showing hand out the ditto and have students complete as much of it as they can. The element of surprise implicit in the film will add dimension to this lesson. Then show it a second time. After the students have completed the diagram (A-1) they will undoubtedly list responsibility as being that of the government. Discussion following the film should center around the contrast of ideas presented from the film.

FINAL EVALUATION: Give students objective quiz. (master enclosed)

Film: "City Limits" - Worksheet

NAME _____

PERIOD _____

The following statements were made by Jane Jacobs in the film. Tell, by using details from the film, what she meant by them. We don't expect you to fill in all of them, do the best you can.

1. Cities are ecologies - _____

2. Cities need old buildings - _____

3. Parks are complicated places - _____

4. Successful cities are self-policing - _____

5. Details make a city - _____

6. The problem is mobility - _____

7. People think problems are due to too much progress, too much technology. Just the opposite is true.

8. Historically, solutions to city problems come from the top. It actually comes from those closest to the problem.

OBJECTIVE QUIZ: LESSON TWO: CITIES NOW

TRUE & FALSE

T 1. There are at least 20 metropolises in the U. S. that exceed ½ million.

T 2. The poor in the city today is mainly non-white.

F 3. WW I marks the turning point in the decline of our cities.

F 4. Air pollution can cause illness but not death.

F 5. Urban population centers are growing faster than suburban areas.

T 6. Americans, traditionally, oppose and do not use rapid transit because it limits their freedom of movement.

T 7. Industry is America's worst polluter of water.

T 8. Because of migration to the suburbs, prime tax sources have steadily decreased in our cities.

T 9. Ghettos are traditionally areas of low-income, poor housing and high crime rates.

T 10. The automobile has contributed much to the problems facing today's cities.

MATCHING

D 1. Traffic jams

B 2. "Cities are the sink of the human race"

G 3. human decay

C 4. "...it takes on the average 40 minutes to go from the outskirts to the center of the city"

A 5. "We shall solve the problems of the city by leaving the city."

E 6. inner city life

F 7. metropolis

A) Henry Ford

B) Jean Jacque Rouseau

C) Constantine A. Doxiadis

D) "rush hour"

E) ghetto

F) population exceeds 50,000

G) alcoholics and addicts and degenerates

CITIES HAVE PROBLEMS

Crime rise

Housing ghettoes

Overcrowded schools

Transportation jams

Pollution

Shortage of recreation areas

Increase in welfare recipients

Low-income migration to cities

Upper-income move to suburbs

Exodus of industries

Rise in juvenile and aged groups

Inadequate tax revenues

_____ add others you

_____ think important

Rearrange the problems in the order of their importance.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

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LESSON 3 - THE CITY LIVES!
(3 weeks)

CONCEPT: A community consists of producers, consumers and decomposers. Communities remain in balance through inter-action of the component parts.

OBJECTIVES: The student will be able to:
1) research and understand a given topic on one aspect of the city
2) correlate data to present an oral evaluative report on one aspect of the city

MATERIALS: Urban Challenge
"What is a City" (a kit)
Holt, Rinehart and Winston, Inc. 1972 (optional - see Procedure 2)

Text: Justice in Urban America
Six books
Houghton-Mifflin

Research PAKs (materials included and self-explanatory)
Career Research Pak
Crime Pak
Consumer Affairs Pak
Housing Pak
Poverty and Welfare Pak
Transportation Pak

Pollution Pak
Ecology Research Pak

Local newspapers and magazines

PROCEDURE: Research Activities

NOTE TO THE TEACHER: In order to cover the broad aspects of Problems in the City, we suggest the following course of action. All students should participate in the introduction and then, individually, complete one of the phases of the research. All those that completed the same topic should then group together at the conclusion of the research and present an oral group presentation to the rest of the class. Presentations may include the following formats:

a. town forum over a problem
b. council meeting
c. debate
d. TV show
e. sales report
f. travelogue
g. skit

Topics to be covered in the research are:

Career Research
Crime
Consumer Affairs
Housing
Poverty and Welfare
Transportation
Pollution
Ecology Research

List these topics on the blackboard and discuss them with students. Assign or have students choose their topic.

The following are Research Paks for each topic listed. The student should follow the directions and complete the Pak on his own. Later he will join with others to share and formulate a presentation.

Students are not limited to Pak information and procedures. If you have a creative class, they may wish to create their own Pak on a phase of any of the above topics. Such Paks would enhance the unit.

ALL PAK DIRECTIONS

1. Pak information is to be organized in a logical, clear manner. All phases are to be clearly labeled and numbered according to your Pak sequence.

2. Each section is to be introduced by a shortened form of the directions given in the Pak, including Pak number.

3. The completed Pak must be turned in, in a folder or notebook, with an illustrated cover. The cover should also state your name and the name of your Pak.

4. All Paks will start with a Table of Contents listing items within, and pages where information can be found. Labels on the Table of Contents should correspond to labels of sections inside.

5. Keep all sections of the Pak together, following the order of your Pak directions.

6. You may use drawings or pictures concerning your topic to illustrate the cover.

INSTRUCTIONS TO TEACHER

Teacher Reference List: To facilitate obtaining information from agencies and eliminate the repetitous process of having numerous students contact agencies, the teacher should call or contact them and have them send the needed info so it will be available for the students.

TEACHER REFERENCE LIST

For Consumer Affairs Pak contact the following agencies for information

Attorney Generals Office - Consumer Complaints
Downtown - 464-6684
Dexter Horton Bldg.
Central Seattle - 464-6150
1316 E. Pike
The AG's office of Consumer Complaints handles cases involving violations of Washington's consumer protection laws. They may not pursue each individual case but when a pattern of justifiable complaints against the same firm has developed, the attorneys in this division may file a lawsuit against the firm on behalf of all the people of the state of Washington.

Better Business Bureau
MA 2-8066
Denny Bldg., 2200 6th Ave., 98121
Acts on complaints regarding advertising and selling of products.

Central Seattle Consumer Protection Office
464-6150
1316 E. Pike St., 98122
Eliminate consumer fraud in the low income community.

For Transportation Pak

We recommend you contact Joe Hawkins, Service Rep at Metro Transit. He can make a large group presentation to students and/or supply you with maps and written information. It is an informative and worthwhile activity.

For Housing Pak

Bread of Life Missions, Inc.
MU 2-3579
97 S. Main St., 98104
Free lodging up to 3 days, doors open at 7 p.m., get there early. A brief church service is followed by a decent meal, as much as you can eat. They have private rooms available for a small charge without the mandatory church service. Doors are locked at 10 p.m.

Housing Authority of Seattle
623-0750
825 Yesler Way
Housing for disadvantaged, elderly, handicapped that meet eligibility criteria.

Housing Action Project
3 locations: Hours 8:30 to 5, Mon.-Fri.
Southeast - 3808 S. Angeline, 3rd floor, 722-2991
Southwest - 3518 S. W. Genessee, 938-5787
North - 3500 Fremont N., ME 2-1285
Sponsored by the Seattle Housing Development as branch offices providing the same services as the major office. All of these projects may be discontinued because of Nixon's cuts in the Model Cities budget.

Lawyers for Housing
MU 2-5226
1200 Northern Life Tower
Director Wallace Fiore

Free legal and planning service to community groups in the area of low income housing. Although they will not litigate cases they may enter as friends of the court.

Lutheran Compass Center
MA 3-6326 (24 hours)
77 S. Washington St.

Offers lodging, free shaves and showers, laundry facilities, T.V. and writing materials. Mail may also be sent to you at this address. Free dorm style beds are available or for a small charge you can get a room. If you want religion they have it, otherwise it is not pushed.

Seattle Metropolitan Tenant Assn.
323-7080
2216 E. Union
Director Ralph Shields

Handles complaints from both tenants and landlords and counsels them regarding their rights and responsibilities. The association also has printed a Tenant's handbook. Copies are available at the office.

Seattle Housing Development
EA 9-9974
1411 21st Ave.
Director Arlington Carter

Assists in provision of standard housing for persons of low and moderate income. Provides services in five areas: I) counseling families regarding home ownership; 2) legal advice on housing; 3) referral to housing vacancies; 4) minor home repair service and interior design consultation; 5) counseling on default and delinquency.

For Poverty & Welfare Pak

Call or write one of the following agencies. Ask them to send you any written information that they have about their organization. Write a brief summary as to (1) their purpose and goal (2) services/facilities offered (3) etc. (Check with other class members on the same topic so that you don't call same agency)

Council of Planning Affiliates (COPA)
MU 2-8161
107 Cherry St., Lowman Bldg.

A voluntary association of 180 voluntary and public agencies or organizations which have an interest in health, welfare, recreation and informal education. COPA is concerned with improving the health and welfare services through planning efforts aimed at establishment and support of sound policies, development of funding opportunities, and public and private agency cooperation.

Kay Thode (friend of Welfare Rights Advocates)
MA 2-2322 (at Seattle Urban League)
Smith Tower Bldg.
Information and referral service.

National Welfare Rights Organization
LA 2-8049 (Beverly Dunn)
EA 4-1720 (Volunteer Staff)
Information and referral service.

Public Welfare Council of the National Association of Social Workers
EA 2-9306 Bergith Kayali, Seattle Coordinator
Provides information and is involved in lobbyist activity.

Salvation Army - Welfare Services Bureau
MA 4-0812 for single men
EA 2-7959 for women and families
925 E. Pike
Food, lodging, clothing, medication, casework services for emotional problems.

Welfare Rights and Social Service Advocates
LA 4-7404 ask for Katy
NE 50th St. and 17th Ave. NE
Assists those in need of jobs, housing, clothing, food stamps and other welfare items.

For Pollution Pak

City Parks Information 583-5823
Seattle Center Information 583-2900
Garbage Utility-Dump Information 583-2780
Water, Sewer and Garbage Bills 583-5850
Board of Public Works 583-2040
Urban Renewal Administration 583-2733
Environmental Cleanup Odessa Brown Clinic 325-3966
Sanitation - Rat and Insect Control 583-2505
Information 583-2065
Sewage Disposal 583-2065
Water Sanitation 583-2605
Environmental Programs Office 464-6850
Dept. of Ecology 885-1900
Environmental Protection Agency 442-1200
Enforcement Program 442-1213
Air Pollution Control Agency 344-7330
Sea-Tac Communities Plan
Seattle 2000 Commission

CAREER RESEARCH PAK

MATERIALS: SRA Occupational Briefs
or Career literature (library sources)
People and The City Series
"Getting Jobs"

ACTIVITIES:

1. Complete the following questions:
   What does it mean to be employed (have a job)?
   What can you do when you are employed? What limitations are involved?
   What can't you do if you aren't?
   If you could have any job or position in the world you wanted, what would it be? Why?
   What qualifications would you need to have that job? Do you have them? If not, could you get them? (Consider: education, physical characteristics, personality, finances, connections, etc.)
   What kind of a job or position do you think you would not want? Why?
   What kind of a job do you realistically think you could and might have?
   Discuss these with the students.

2. Read "Getting Jobs"

3. Included are a list of the major job categories in the city. Read the description of each and the list offered. Choose a job from <u>each major category</u> (total of 4) and answer the following questions about it:
   1. Job Description
   2. Training and Requirements
   3. Salary Range
   4. Hours and Working Conditions
   5. How the job effects the environment both positively and negatively

   Write these up on index cards (3 x 5). Find a picture or draw one showing each job.

4. Obtain a phone book and select a particular occupation out of the 4 you researched. Look through the yellow pages. Can you find this occupation listed? _____ List the listings (not more than 10) found in the yellow pages. _____

   _____

   What information is given for one of the listings you found?

   _____

   _____

5. Call a company's Personnel office or a Placement Bureau and obtain an application. Choose one of the 4 types of occupations you have completed previously. Complete the form as if you were applying for the job. Use hypothetical answers for those you don't have answers to based on your previous research on the 3 x 5 cards.

6. Complete pg. entitled You Play the Game

7. Complete test from "Getting Jobs"

8. Final Activity. Knowing what you know about society's needs and problems, and what will be future needs, create a job needed for the future. Describe conditions, working atmosphere, salaries expected and educational requirements.

9. Combine all your information in a notebook. Make it attractive, readable and organized. Follow All-Pak Directions format.

I. MANUFACTURING & CONSTRUCTION

MANUFACTURING involves changing a raw material, such as a log, into a more useful product, such as a pencil or a piece of lumber. The process of the change may involve work by hand as well as by machinery.

Some MANUFACTURING jobs are:

- machinist
- tool and die maker
- assembly line worker
- mechanic
- designer
- estimator
- maintenance

CONSTRUCTION involves arranging or combining products in such a way as to add to their usefulness. For example, pieces of lumber, properly arranged, become a house; bricks or stones, become a fireplace, and so on.

Some CONSTRUCTION jobs are:

- laborer
- carpenter
- plumber
- electrician
- lineman
- roofer
- painter
- brick mason
- stone mason
- iron worker
- plasterer
- cement finisher
- sheet metal worker

II. PROFESSIONAL & MANAGERIAL

A PROFESSIONAL job is one that involves highly technical or specialized knowledge gained only by long and intensive training or experience. Some professions require the individual be licensed by a local, state, or federal board of inspectors. The license indicates the individual has passed the board's tests. It also shows the individual has demonstrated his skill and knowledge.

Some PROFESSIONAL jobs are:

- architect
- engineer
- computer programmer
- doctor
- dentist
- minister
- lawyer
- professor
- teacher
- scientist
- nurse
- accountant
- pharmacist
- librarian
- social worker
- urban planner

A MANAGERIAL job is one that controls or directs the work of others. This involves the special ability to motivate and influence other people as well as training and experience in working with others.

Some MANAGERIAL jobs are:

- business executive
- investment counselor
- labor unior positions
- office manager
- banker
- supervisor

III. SERVICE

A SERVICE job is one that contributes to the welfare, benefit, or needs of other people. Workers in this field provide many and varied types of services. The service industries may be a major growth factor in many cities in the next 20-25 years

Some SERVICE jobs are:

beautician	telephone operator	barber
lifeguard	waiter/waitress	policeman/policewoman
cook	tailor	detective
bus driver	janitor/janitress	steward/stewardess
fireman	travel agency	truck driver
tour guide	soldier	sailor
service representative	labor union representative	pilot
mail carrier	gardner	

SERVICE jobs also include the repair of such things as:

telephones	automobiles
appliances	television sets
machines	radios

IV. SALES AND CLERICAL

A SALES job involves the promotion and selling of goods or services. A retail sales person, usually working in a store or shopping center, sells the product to the consumer. The wholesaler or manufacturer's representative sells the product to the retailer or store buyer. Also, salespersons sell real estate, insurance, investments, travel services, and so on.

Some SALES jobs are:

1) Retail selling:

drugstore	clothing
department store	automobiles
furniture	hardware
carpet	other
appliances	

2) Manufactueer's and wholesale selling:

structural steel	food salesman
textiles	heavy machinery
machinery	cosmetics

3) Real estate salesman

4) Insurance agents

A CLERICAL job involves keeping records or accounts, sending and filing correspondence, and performing general office work.

Some CLERICAL jobs are:

cashier	stenographer
typist	postal clerk
telephone operator	receptionist
secretary	office machine operator
bookkeeper	bank teller
shipping clerk	keypunch operator
file clerk	

GETTING JOBS

Here are some imaginary advertisements which might have appeared in a city newspaper. Read each ad and, on a separate sheet of paper, answer the question or questions following it.

1. Wanted: Bank trainee for old, established downtown bank. Need a bright, well-dressed, clean-cut high-school graduate. Excellent atmosphere and surroundings. Special bank benefits.

   Do you think this bank would hire a very smart, long-haired, heavily bearded young man wearing a bright colored shirt? Does the ad tell you anything about salary level and chances for advancement? Explain your answers.

2. Would you like a chance to make some real money all year around? Do you enjoy meeting people? Do you like to be on the move, in a different place every day? If you're a live wire, come to 120 State Road between 9:00 A.M. and 4:00 P.M. for an interview.

   This want ad is probably meant to recruit: (a) airline stewardesses; (b) door-to-door salesmen and saleswomen; (c) outdoor ice-cream vendors; (d) truck drivers. Give reasons for your choice.

3. Be a motel manager and become independent for life. Our intensive 30-day course gives all the know-how you need to succeed in a booming business. Both men and women in great demand. Great future for couples. Box 339, New York Sun.

   Do you think that this want ad offers a sure employment opportunity and a secure future? What do you think is the real purpose of this ad?

4. Electrical Engineer. B.S. (Bachelor of Science) degree required. New firm located in upper-middle-class suburb with excellent schools and many established churches. Please submit short resume.

   Describe the kind of person you think this company is seeking.

5. Equal opportunity employer seeks trainees from minority groups to learn assembly-line work for the night shift. High-school education not required. Good transportation. Extra-income chance for housewives.

   What effect does this ad have on the status of minority-group workers? Explain.

6. Wanted: Workers for a small foundry. Duties may involve some manual lifting and frequent overtime. Union scale generous. High-school education required.

   Do you think this ad is meant to recruit women as well as men? Do you think women should be eligible for this job?

YOU PLAY THE GAME

Imagine that you are an applicant for a job and the interviewer asks you the questions below. As you answer each question on a separate sheet of paper, keep in mind what you read in the section "Playing the Game."

1. What is the racial or ethnic origin of your mother and father?

2. Were you a good student when you were in high school?

3. Are you willing to take courses at night in order to improve your skills for this job?

4. We often find it necessary to transfer people to our other branch offices. Would you be willing to change your place of residence if asked to do so?

5. Would you be more interested in a job with a small beginning salary but with good opportunities for advancement, or a job with a much higher starting salary but with limited opportunities for advancement?

6. What subjects did you most enjoy in junior high school?

7. Do you know anything about the company that makes you think you would like to work here?

8. We have no employee unions in this company. How do you feel about unions?

9. How do these employee benefits strike you: one week's paid vacation per year for the first five years, company payment of 50% of hospitalization costs, three days paid sick leave per year, one coffee break per day?

10. How do you feel about compulsory deductions from pay for the purchase of United States savings bonds? for contributions to the United Community Fund?

11. Have you ever used marijuana? Do you drink alcoholic beverages?

CRIME PAK

TEXT: "Crimes & Justice"
Justice in Urban America Series

ACTIVITY:

1. Read Chapter 1, 1-7, do questions pg. 5 #1

   Also, look up the term Society, define it, write a brief paragraph describing it and list several types of societies and describe them.

2. Read Chapter 2 "Crimes and Justice"
   a. Define the following:
      felony
      misdemeanor
      manslaughter (voluntary and involuntary)
      homicide
      assault
      battery
      kidnapping
      rape
      robbery
      burglary
      arson
      treason
      theft
      drug abuse
   b. Do activity, page 18-20
      Read directions page 18
      Don't read Summary, page 20, until you are all done

3. Read page 22-25
   Do questions 1-3, page 25

4. Read Chapter 4, page 65-75
   Do activity, page 75, #1

5. Read pp 75-80, do questions p. 80 - 1, 2, 3
   Read pp. 39-64 for question #3

6. Complete Crime and Safety Questionnaire

7. Keep a notebook of newspaper clippings illustrating at least 5 of the major crimes committed in the city in a two week period. Write a short paragraph for each of the newspaper articles, stating what you consider the effect of these crimes on the desirability of living in the city were and turn this in with your notebook.

   OR

   Keep a collection of articles about Supreme Court decisions. Summarize each article and write a brief statement about their effect on crime.

8. Combine all your information into a notebook. Follow instructions from All-Pak Directions.

CRIME AND SAFETY QUESTIONNAIRE

Poll ten people and compute your results.

Respond to each of the following statements by checking the appropriate column.

	Agree	Disagree	No Opinion
1. Poor people have a more difficult time defending themselves than more affluent people.			
2. Most law enforcement officials are honest.			
3. If hand guns are outlawed, only criminals will have them and law-abiding citizens will have no protection.			
4. The primary purpose of prisons is to rehabilitate rather than punish criminals.			
5. The rights of the criminal overly protect him.			
6. Only police should have the right to have firearms.			
7. Police should be representative of the neighborhoods they patrol.			
8. Eliminating poverty and slums will help reduce crime.			
9. Pushing hard drugs should be punishable by severe action.			
10. Americans should enforce civil rights so that criminals will get fair treatment under the law.			
11. More people will report crimes if it is made less difficult and less dangerous to do so.			
12. The death penalty should be retained or reinstated in all states.			
13. Parents of teen-age criminals as well as the teenager himself should share in the responsibility of the criminal action.			
14. More classes in citizenship in high school are needed to reduce crime.			

CONSUMER AFFAIRS PAK

TEXT: Justice in Urban America Series
"Law and the Consumer"

Alternate: People and the City Series, Scott Foresman
"Buyer Beware"

ACTIVITY:

1. Read Chapter 1 (Law and the Consumer)
   Write out answers review questions 1-5, page 9

2. Read pp. 10-25
   Do activity either on page 16 or 17 about the advertisement

3. Collect advertisements showing 4 types of appeal (13 & 14). Obtain 2 or 3 for each type. Make a display with these and include the following: (use butcher paper or cardboard)
   1. Type of appeal
   2. Key phrases that appealed to you (why it attracted you)
   3. What information is included in each
   4. Which information do you believe, which don't you believe?
   5. How might this advertisement mislead you or influence your thinking?
   6. What does it tell you indirectly about the consumers it was intended for?

4. Ask your teacher for information from Consumer Protection Agencies. Summarize information and include with Pak.

5. Read PP. 26-40
   Page 37 - answer 1, 3, 4, 5
   Page 37 - Things To Do: 1 or 2 and 3, or 4 - Do one only

6. Do activity: Preparing a Budget

7. Read Chapter 5 (Law and the Consumer) Do question #2 (page 96)

8. Combine your work (except for display) into a neat, organized and attractive notebook. Be sure you look over original All-Pak Directions and follow them.

PREPARING A BUDGET

WHAT YOU MAY LEARN: you will know realistically what a family of four needs to spend for housing and you will review what other people spend for housing.

You will practice making decisions about what you need and want to equip your housing unit. You will find out what things cost today. You will know better your own likes and values.

PROCEDURE:

1. Student is given a different amount of money to represent their monthly take home pay. You will plan for a family of four.
2. Take 25 minutes to do the first worksheet, which asks you to estimate the amount of your pay you would spend on each of the listed items.
3. Next you will check the newspaper ads for how accurate you were in your estimates.
4. Secondly, readjust your budget to the realistic prices you have found.

PROBLEM: You are planning a budget for 2 different families of four people; husband, wife, and two junior high age children. Your take home pay is $150 a week and $300. Beside each item below, write the amount you think you would spend each week for your family on that particular item.

	$150.00	$300.00
Food bought at the grocery store and other household items		
Food bought at lunch counters or restaurants		
Clothing upkeep: laundry, cleaning and shoe repair		
Soap, shaving equip., toothpaste, hair cuts, other cosmetics		
Public Transportation: bus, subway, toll bridge		
Car upkeep: gas, oil, service		
Entertainment: movies, nights out		
Gifts		
Rent *		
Phone **		
New Clothes		
Appliances and Furniture		
Doctor/Dentist bill, medicine		
Repair Bills		
Pocket Money		
TOTAL		

* Divide monthly rent by four to get weekly rent, remembering that there are really more than four weeks in a month, so paying by the week is more expensive. Gas, electricity and heat should be added in here, too, if they are paid by you.

** Divide as above

* * * * * * * * * * * * * * * * *

Lesson 2:

Now consult the real estate section of the newspaper. Can you find housing to accomodate a family of four on the amount of money you've set aside for rent? Don't forget to check if utilities (gas, electricity and heat) are included. Does the amount you estimated cover these expenses? If you find a house or apartment for your budget, write the description of it below. Include all its features.

_____

_____

_____

_____

If you could not find a house or apartment to suit your needs and budget, find one that fits your needs but not your budget. Go back to worksheet #1 and put the rent for the housing you find beside your first estimate. See if you can bring your budget in line so you can get that house or apartment. Leave your original estimate beside your new figure so you can compare.

_____

_____

_____

Next check your local supermarket. Take the following list of items and then estimate the cost of the food based on the prices at the store. If you have not allocated enough money you must adjust the rest of your budget.

Check items - what is most and least you can pay for each.

ITEMS TO BE CHECKED

1 lb. coffee
2 doz. eggs
2 lb. bacon
2-12 oz. orange juice/other breakfast juice
2½ gal. 2% milk (all meals)
1 large box cereal
5 lb. orange/grapefruit/banana/apple
3 loaves bread
2 cans tuna
2 lb. lunch meat
1 large jar pickles
2 large boxes potato chips
1 large bag of cookies
1 lb. jar jam
1 lb. peanut butter
5 lb. potatoes
1 lb. rice
1 lb. noodles
5 lb. of canned vegetables (green beans, tomatoes, corn, peas, carrots, etc.)
1-3 lb. beef roast (rump, pot, chuck)
5 lb. hamburger
3 lb. pork (chops or roast)
2 lb. chicken (cut or whole)
1 lb. hot dogs
1 head lettuce
1 bunch celery
1 can cleanser

1 can cleanser
1 can toilet & bathroom cleaner
1 lb. butter or margarine
1 bunch carrots
3 green peppers
1 lb. tomatoes
1 package bakery products
1 large container liquid detergent
1 large box washing detergent

ALSO CHECK THESE ITEMS

1. Check for price of gas and amount you can receive at local gas station.

_____ _____

2. Price of bus trip from South Center to downtown and back. _____

3. Price of taxi fare from Sea Tac to Olympic Hotel. _____

4. Price of toll bridge, Evergreen Point, for 1 week 5 days round trip. _____

5. Price of movie tickets to Lewis & Clark for 2 adults, 2 teenagers. _____

6. Price of Sonic or Totem ticket for same. _____

7. Price of cleaning for
   1 man's suit _____
   1 woman's dress _____
   1 winter coat _____
   1 pair slacks _____
   1 sweater _____

8. Price of an electric percolater (West Bend or GE) at

   Bon Marche _____

   Jafco _____

   Value Mart _____

TEXT: Justice in Urban America — "Landlord and Tenant"
People and the City — "Housing Conflicts"

ACTIVITIES:

1. Read Chapter 1 (Landlord and Tenant). Answer questions 1, 2, 4
2. Read pp. 9-16 (Housing Conflicts) Answer questions p. 17 - 1, 2 and 3
3. Read pp. 10-20 (Landlord and Tenant). Make a chart, list the responsibilities of Landlord and Tenant.
4. Obtain a Housing Code from City or County offices. Compare it to one found on p. 14-15 (Landlord and Tenant) Make a list of differences.
5. Obtain a lease from an apartment complex. Read pp. 20-27. Identify the parts of the lease you obtained as described in p. 20-27. Write a summary of this information.
6. Read pp. 21-33 (Housing Conflicts)
7. Read Chapter 5 (Landlord and Tenant) Answer questions p. 74 - 1, 2, 4 and 7
8. Complete test included for "Housing Conflicts"
9. Contact your teacher for written information from agencies. Summarize info (2 items) into a concise paragraph or two. Briefly tell how these agencies are helping eliminate poor housing conditions.
10. Complete test from Housing Conflicts

HOUSING CONFLICTS

1. Below is a list of tenant and landlord responsibilities in an apartment dwelling. On the blank line in front of each item, tell who is responsible by writing T for tenant, L for landlord, or B for shared by both. Provide a one-sentence reason for each of your answers.

_____ a. keeping the noise level down so that other tenants are not bothered.

_____ b. cutting the grass.

_____ c. keep each apartment unit swept and clean.

_____ d. keeping hallways and stairways clean.

_____ e. paying property taxes.

_____ f. repairing old electrical wiring in an apartment.

_____ g. keeping the number of residents in an apartment within lease limits.

_____ h. paying a tenant's phone bill.

_____ i. making certain that plaster and paint on ceilings and walls remain intact.

2. You live in a building with obvious building code violations. The outside back steps are rickety, the mailboxes are damaged, and there are rodents in the basement. There are seven other apartments in your building and the landlord lives across town. Drawing from suggestions in the unit, list as many tactics as you can which you and other tenants in your building might use to get your building fixed.

POVERTY AND WELFARE RESEARCH PAK

TEXT: Justice in Urban America Series, "Poverty and Welfare"

HANDOUTS: Time Line (master included)

ACTIVITIES: Write a definition: What is Poverty?

1. Read pp. 1-6, answer questions 1, 2, 4, 6, 7 and 8
2. Read page 7, answer questions 4 and 5
3. Read pages 19-31
   Divide a piece of paper into 4 sections. Label them (The Puritans, Adam Smith, Social Darwinish, Modern Views). Write brief statements under each column as to its particular attitudes about poverty and work. Rewrite or add to your definition of Poverty (keep your original definition).
4. Read Chapter 3 (Growth of Government Aid). pg. 53, do question 1 (Things To Do)

   Complete time line included with Pak

5. Opinion question: Throughout our history, have we steadily improved our solutions and attitude toward poverty? Explain your answer (see time line)
6. Read Chapter 4
7. Obtain a welfare application from Seattle. Compare the types of questions asked on it with the one in the Chapter (62-63). List the areas in which they differ.
8. Ask your teacher for information from local agencies. Write a brief summary and describe how this agency is helping people.
9. What is your overall reaction to welfare and poverty:
   Write a one page summary of how you feel about welfare and poverty.
   Consider: what you have read, has it formulated an attitude, changed your attitude, should there be welfare? If not, what alternate plan can you offer. If so, who should have it? As a future taxpayer and worker how do you feel about "supporting" people who do not work? Consider as many of the above as possible in your answer. Use a topic sentence, give points, then a summary sentence.
10. Combine your entire Pak in a neat organized and attractive notebook.

TIME PERIOD	ATTITUDE AND/OR ACTION TAKEN
Early American History (const. period)	
1800-1870	
1870-1920's	
The Depression 1930-1940's	
Post WW II 1946-1960	
Kennedy Plan	
Johnson Plan	
Nixon Plan	
Negative Income Tax	

POLLUTION PAK

TEST AND RESEARCH MATERIALS:

Pamphlet, Our Polluted World (A.E.P.)
Booklet, Growth, America: Land of Change (S.R.A.)
"Deer and Man" p. 93
Fire, Floods and Dust, p. 96
Ink Stains, p. 99
Gas Masks for All? p. 104
Technology and Man, p. 108
Paperback, The Closing Circle, Barry Commoner
Chapter Four, "Los Angeles Air", pp. 63-77
Chapter Eight, "Population and Affluence", p. 130-37
Text, Law and the City (Justice in Urban America series) pp. 92-94
Seattle newspapers, Times and P.I.

ACTIVITY:

1. Look up the definition of the word, "pollution" and write out all possible definitions which apply to the city.

2. Read the following selections and answer the questions where indicated. Write out the question first and then answer it. Skip a space between each question and answer.

   a. Read, Our Polluted World, write out the answers to questions 1, 4, 6, 8 page 21; questions 3, 4, 6, 7, 9 page 35; question 3, page 45

   b. Read pp. 92-94 in "Law and the City". Write a short paragraph summarizing its contents. Title the paragraph "Law and the City".

   c. Read The Closing Circle, chapter four, "Los Angeles Air". pp. 63-77 Answer the enclosed questions.

   d. Read, The Closing Circle, chapter eight, "Population and Affluence" pp. 130-137. Answer the enclosed questions.

   e. Read the selections mentioned above in Growth: America: Land of Change
      1. Write out the test and your answers, found in the Growth work-book, page 28.
      2. Do "Inventive Again" exercises 1, 2 and 3, page 28-30. Do exercise 2, page 31. Write out the directions as well as your answer.

3. Using your local newspaper and/or magazines, cut out articles and pictures which illustrate pollution's affect on the city. Title each article picture as to where it was found, date it was published. Underline the important ideas in any articles used. These articles may deal with particular problems as well as solutions found to pollution control.

4. Arrange all of your papers in a logical sequence (follow the order listed here) use a table of contents to indicate where they are located, and place all exercises, notes, articles and pictures into a notebook (folders may be used - peechees are not acceptable). You may illustrate the cover of your notebook with appropriate drawings or pictures as indicated by your subject matter.

The Closing Circle
Los Angeles Air p. 63

1. What was the first air pollutant to affect the City of Los Angeles? When did it become a problem and what were the sources of the problem? List the measures instituted to control the problem.

2. What is the origin of smog? How can it be controlled? What did Kenneth Hohn have to do with controlling smog emissions in Los Angeles?

3. What new problem faced L. A. with the improvement in smog emission devices? How was this problem solved?

4. What is photochemical smog? Whom does it affect?

5. List other sources of air pollution found in the city and tell from where they come.

6. List the problems that air pollutants cause; to the human body and to the environment of the city.

The Closing Circle
pages 130-137

Read the selection beginning on lower half of page 130 and do the following:

1. Define the term affluence.

2. After reading the selection, write a concise, detailed paragraph explaining what Commoner feels is the reason for the rise in pollution in the United States and the role affluence plays in pollution's rise.

TRANSPORTATION PAK

TEXT: Growth: America: Land of Change
Local newspapers - Seattle Times or P.I.
Dictionary
The Traffic Jam, Problems of American Society
Reader's Guide
Metro Packet (from your teacher)
Seattle Map
People and the City "Buyer Beware", Scott Foresman, Inc.

ACTIVITY:

1. Use the dictionary to define the following terms. Write out the word, and definitions which apply best to our study.
   a. transportation
   b. transit
   c. urban
   d. suburban
   e. trolley
   f. Amtrak

2. Find pictures from magazines and the newspaper which illustrate the following. Mount these on standard, notebook size paper and label them with the following information:
   a. where came from
   b. date published
   c. short sentences telling what picture refers to

   Picture studies of
   a. traffic jams
   b. mass transportation systems (get a variety of methods)
   c. aerial view of a highway system
   d. at least three pictures of vehicle accidents and results of same (vehicles can be mass transit examples)
   e. a junk yard (auto)

3. Read, "Creating Desire", p. 64 in Growth. Make a comparative study of automobile manufacturer's advertisements. Collect at least one picture of each of the following for your study:
   a. luxury auto
   b. intermediate auto
   c. compact auto
   d. recreational vehicle

   Write a paragraph or two explaining the following: (Check book "Buyer Beware" People and the City for examples)
   a. What tactics do the manufacturers use to sell their product?
   b. To what emotions/values do they attempt to appeal to people?
   c. How valid do you think are their claims? Which seems more valid, least?

4. Read The Traffic Jam, p. 18-56
   Each selection begins with a question. Read the selection, then write out the question and its answer. Skip a line between each question-answer.

   Write out both the question and your answer to the questions on p. 56.

5. Read Mass Transit vs. More Highways, p. 96. Write out the questions and your answers to them on page 102. Be detailed in your answers.

6. Using a map of Seattle and surrounding communities, make your own map of major bus routes and give the time schedules those buses could be used by you for the following. Label each trip clearly from starting point to destination:
   a. doctor's appointment
   b. dental appointment
   c. trip to Seattle Center

7. Write a report on the future of the individual auto's use within the city proper and your recommendations for improving transportation within the urban environment. Use facts and figures, statistics from your readings and previous exercises to back up your report recommendations.

8. Follow the All Pak instructions about notebook arrangements.

ECOLOGY RESEARCH PAK

Text: "Can Earth Survive?"
People and the City Series
Scott-Foresman

Activity:

1. Read pp. 6-9
   Answer question: What is being asked by the title "Can Earth Survive?" (explain your answer)
2. pp. 11-13
   Answer:
   1. What is "wild" and what is "tame" to Luther Standing Bear? to a non-Indian American?
   2. Do you think that people can place themselves above the "laws of nature"?
   3. Would the U. S. be a <u>better</u> place if the Indian had never been displaced?
3. Read pp. 14-18
   Define - <u>balance of nature</u>
4. Read 19-21
   Do questions, page 21
5. Investigate one pollution problem: (see activity #7 for filmstrip)

Air	Population
Water	Transportation
Noise	Land Use

<u>Do the following</u> for one of the pollution problems

1. Define your problem. (use statistics, etc. - at least one paragraph)
2. Give at least 3 specific examples of where it exists and describe it thoroughly (at least 1 example locally).
3. Give up-to-date research information that has helped eliminate or control the problem.
4. Pick two occupations concerned with the problem and describe them.
5. Finally summarize the problem by offering solutions:
   a. What can average citizen do?
   b. What can industry do?
   c. What can government do?
6. Read 31-34 "Can Earth Survive"
   a. Determine reasonableness of each suggestion
   b. Whether or not people are likely to accept it or not
   c. Should it be enacted into law?
   d. Write this up in a 1-2 page summary
7. Watch filmstrip "Environmental Crises: What You Can Do?" or some comparable filmstrip from your Library.
   a. Write a summary of the main points
   b. Gather suggestions for activity 5 and 6

8. Choose one of the following:
   a. Environmental Occupation
      Read pp. 44-46 (Can Earth Survive). Choose one of the jobs mentioned and investigate it.
      a. job description
      b. environmental impact
      c. where (U.S. or World) demand for job is found
      d. educational background, salary, working conditions

      OR

   b. Read pamphlet "The Challenge of Urban Planning" (available through the American Institute of Planners, Washington D.C. 20005)
      Summarize main points. Finally answer the question: Would you like to be an urban planner and why?

      OR

   c. Write to one of the following agencies: (see pamphlet "Environmental Crisis") obtain information and write up and make a display of information to inform others.

9. Arrange all your papers in a neat attractive notebook. Follow All-Pak directions format.

LESSON 4
COMMUNITY ACTION, FIELD TRIP, FINAL EVALUATION
(2½ weeks)

CONCEPT: Communities are not static entities, but fluid ones in constant flux.

OBJECTIVES:
1. The student will be able to compare the "real city" with the city of books and films.
2. ... evaluate data and from that make decisions as to how things should be done in the city.
3. To make realistic, constructive comments and recommendations which will improve a city's environment.
4. Recognize his role as a future citizen of the city and his responsibility to the changes made in the city.

MATERIALS:
Map for each student - Seattle (obtain from gas station)
Trip questions packet (have students supply own clipboards or make one from heavy cardboard)
2 x 2 squares of colored paper for name tags - at least 3 different colors
felt pens
straight pins
overhead transparencies of cemetery route and bus assignments
folders for each chaperon containing:
- bus seating chart
- Seattle map
- trip questions
- map of Pioneer Square route
- map of cemetery route
- trip route

student check list and sign up sheet
bus seating charts
follow up sheets

NOTE TO THE TEACHER:

1. If interested in taking this field trip with more than one or two busloads of students, please contact Chinook Jr. High for the alternate eastbound route questions and procedures for implementation.

2. Because of the length of the field trip (8:30 a.m. to 4:00 p.m.) school buses are usually not available. We have rented Western Tour buses, 45 passenger models for a cost of $101.50 per bus. Students were asked to pay $2.75 each and we provided pop for lunch (money covered cost of trip and pop.)

   We found the drivers to be a definite asset as sources of additional information for the students. If you supply the company with a list of your itinerary and a map of the route, the drivers can be prepared beforehand.

3. See name tags (Procedure #5)

4. Only chaperons have maps of walking tours through Pioneer Square and the cemetery. Make sure they are familiar with route before the day because they are to lead students along these routes.

PROCEDURE:

1. Teachers should set up a schedule well before the actual trip day and make either a bulletin board calendar or ditto calendar of events so that students are aware of what and when items are due.

Example:

Monday	Tuesday	Wednesday	Thursday	Friday
		Seats Assigned		All money & permits due
	Final Preparation	Trip Day		

2. Allow students to choose partners for bus. Students are given Seattle maps plus the route to be followed.

3. Have students follow route on the map. Give pointers and anecdotes while following route. (This is a good review of what students have done previously with map reading skills). Some map questions can be filled in at this time. i.e., blocks surrounding library

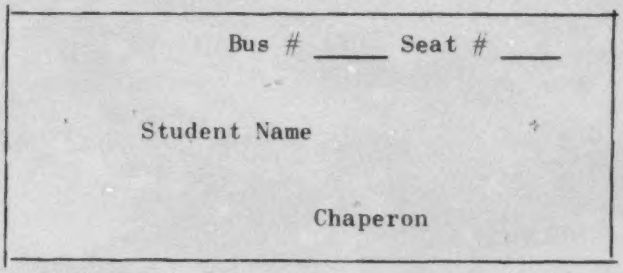
4. Go through the field trip questions with the students. Have them ask questions - discuss points brought out. Point out that sections in brackets are analysis questions to be filled in on their return. Read through them though to be aware of what is asked.

5. Assign seats to students. (They are allowed to choose their own partners, but for disciplinary and health reasons, the teacher should assign bus seats. This also cuts down on attendance procedures and helps teachers to be aware of lagging or lost students.) Stress the importance of having students stay in assigned seats. This insures safety and helps students gather data.

OPTIONAL: Name tags

If a large group is going and your chaperons are unfamiliar with the students, name tags are suggested. Color code your name tags according to chaperon assignments.

Suggested format:



6. All day field trip of Seattle:
   a) tell students that *if they divide up the sections for data gathering, they will gain more information. Not only sit as partners - work as partners. Let one person observe and one record while you are on the bus.*

   b) On walking tours however, each student is to have his question sheets and fill them out as he participates in the tour.

   c) Collect field trip questions at the end of the trip so that you can peruse them before class the next day.

DAY AFTER: (1) Have students sit with their partners. Pass back question packets. Allow rest of the period for students to fill in those sections which are analysis of gathered data. (bracketed sections)

NEXT DAY: (1) Pass out follow up sheets. These are a means for students to organize their thoughts.
(2) Put students into small groups and have them discuss their findings.

EVALUATIVE ACTIVITY: Students, as individuals, or as a class, compose (and mail) a letter to either one or all of the following:

Seattle City Council	Highline Times
Seattle Times	Des Moines News
Seattle P. I.	Renton Record Chronicle

offering their observations and recommendations. These should include their reaction to the city and recommendations for future changes in improvements, plus commendations of existing conditons (if any!)

FIELDTRIP ROUTE BUS A & C

Interstate 5 to Seneca St. exit
Turn left on 5th Ave.
South on 5th and turn right at Jackson
West on Jackson to Occidental, turn right
Unload at parking lot at Occidental and Main

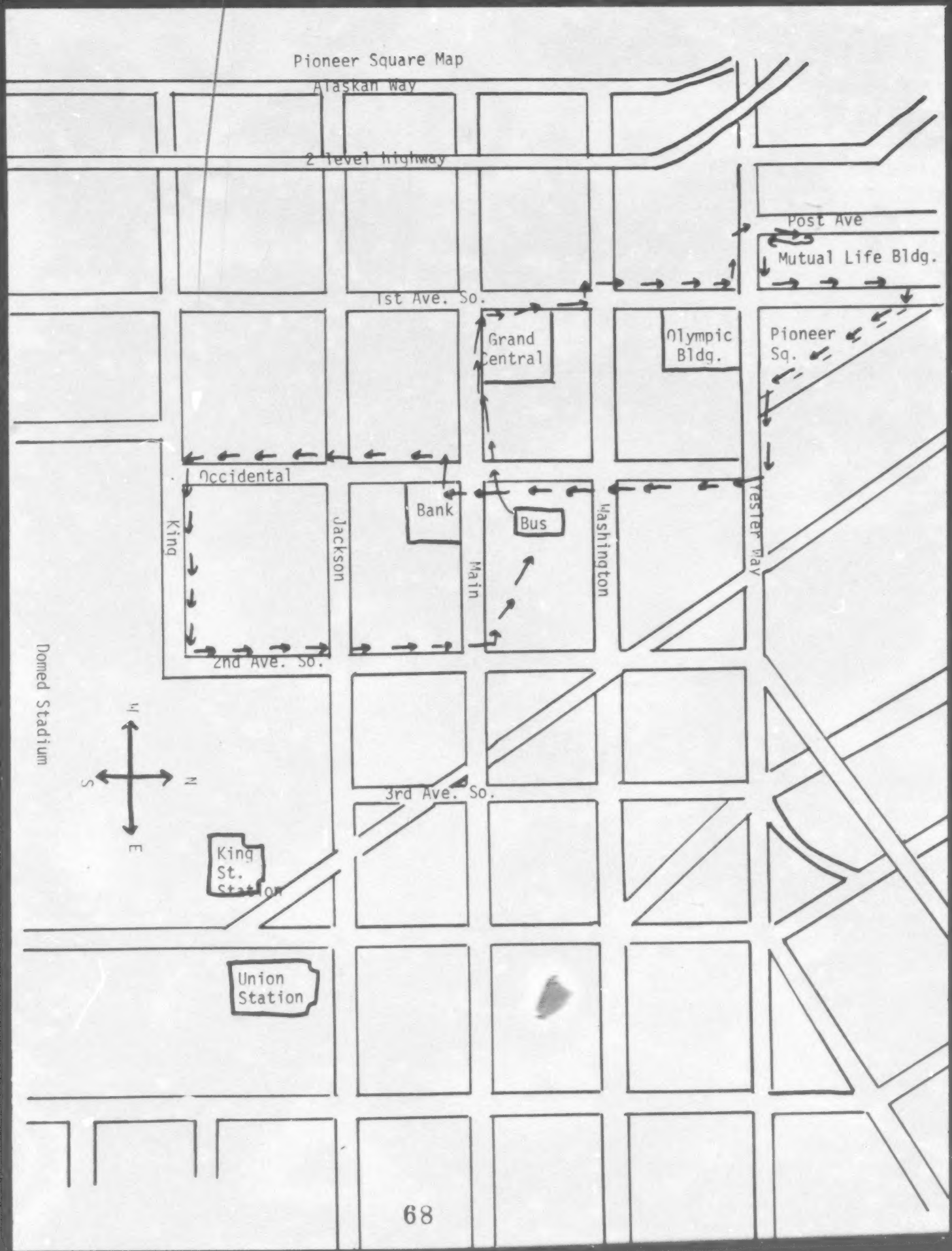
(Walking tour 1½ hours) STOP

Go north on 4th to Denny and turn left
Denny to 1st Ave. n - turn right
1st Ave. N to Mercer - turn left
Mercer to 2nd Ave. West - turn right
2nd Ave. West to Olympic Place - turn left
Olympic Place to Kinnear Park - STOP

Follow 10th West to McGraw - turn right
East on McGraw - to 7th - turn right
Follow 7th veering into W. Highland Drive to Kerry Park and STOP
East on Highland to Queen Anne - turn left
North on Queen Anne - through business district
East on Fulton to 1st Ave. North and turn left
North on 1st Ave. to Florentia - turn right
Florentia to Nickerson - turn right
Nickerson to Fremont Bridge - turn left
Take Freemont to Woodland Park STOP

East on 50th and turn right on 17th N. E.
Go through the University of Washington
Take 40th St. Exit from the U of W
Turn left on 15th S. to N. E. Pacific and turn left
N. E. Pacific blends into Montlake Blvd.
Cross Montlake Bridge and to up the hill to Aloha and turn right
Follow Aloha to 14th and turn right
Right on Prospect
Left on Grandview
North on Grandview to Lakeview Cemetery STOP

South on Grandview - turn right at Aloha
Left at E Broadway
South on Broadway to where it blends into Boren
Turn left on Boren
Boren to Yesler and left on Yesler
East on Yesler to 23rd - turn left
(Circle around Garfield)
23rd to E. Cherry and turn right
E. Cherry to Empire Way S and turn right
Empire Way to I-90 interchange
Take 90 East, across Mercer Island to 405 Renton exit
405 to Chinook


Pioneer Square Map
Alaskan Way
2 level highway
Post Ave
Mutual Life Bldg.
1st Ave. So.
Grand Central
Olympic Bldg.
Pioneer Sq.
Occidental
King
Jackson
Bank
Main
Bus
Washington
Yester Way
2nd Ave. So.
Domed Stadium
W
S
N
E
3rd Ave. So.
King St. Station
Union Station

(Back)

Chaperon

Seating Chart for
41 Passenger Bus

Chaperon

Chaperon

(Front)

STUDENT SIGN-UP SHEET

SIGN UP BY PARTNERS

Teacher's initial ( )

NAMES	Permit Slip	Money	Car Sick		Car Sick	Permit Slip	Money
1) ( ) ( )							
2) ( ) ( )							
3) ( ) ( )							

TEACHER PERIOD

YOUR NAME _____ _____ _____

YOUR PARTNER'S NAME _____ _____ _____

YOUR BUS # _____

ROUTE _____ _____

CHAPERONES: _____, _____, _____

BUS ROUTE: CHINOOK TO PIONEER SQUARE VIA I-5

1. Once we are on the freeway, in what direction are we travelling? _____

2. At Southcenter, what is the number of the Freeway we pass over? _____

3. What buildings and facilities are located in the area around Southcenter? (A general answer) _____

4. How are the homes arranged along the freeway between Southcenter and Tukwila?

_____

[What about the property value of these homes before and after the Freeway was built. Has it changed? _____ Why or why not? _____

_____]

5. What river goes under the Freeway near Tukwila? (Check map) _____

6. List 3 methods used to check soil erosion along the Freeway.

1. _____ 3. _____

2. _____

7. What airport is located to your left? _____

8. Name the first city hill we pass. _____ [Notice the contrast in housing? What does this tell you about this area? _____

_____]

9. How are traffic patterns controlled on the Freeway? _____

[Where do they usually build freeways? _____

Through what kind of neighborhoods? _____

What happens to houses that remain along freeways? _____

_____(consider property value, appearance, resale potential, etc.) Are there exceptions to this? _____]

10. What kinds of buildings are located west of the Freeway on the fringes of the downtown area? _____

11. What is unusual about the Freeway below James Street? _____

[(Why did this happen?) _____]

12. We exit at Seneca and proceed south on Fifth to Jackson. At 3rd and Jackson fire stopped here. What stopped the fire here? _____

Walking Tour

OLD SEATTLE FIRST NATIONAL BANK

You are standing on the corner of Main and Occidental. Walk over to the front entrance of the bank. This is the Old Seattle Branch of the Sea-First National Bank. Sea-First was founded by Dexter Horton, the man who bought a safe without a _____. In the 1890's before this became a bank, the building was used as an outfitter which supplied people going to the Klondike in search of gold. Notice the shiny lamp pole on the corner. What is the pole made out of? _____ Look at the base of the pole. When was it built? _____ Seattle was just 18 years old when this light was put up. Look at the other lamp poles on this street. They are not shiny. What color are they? _____ These others are maintained by the city of Seattle and they find that the easiest way to maintain them is to paint them. The shiny one is maintained by the bank at their own expense.

Walk up to the front window of the bank and look inside. What covers the entire right wall? _____ The scene shows the steamer Queen arriving in Seattle with the first shipment of gold from the Klondike. This wall is valued at $10,000. The roll top desk you see is supposed to have survived the Seattle fire. The teller cages, desks, phone, etc. are copies of the ones in use in the 1890's. The spiral staircase that you can see from the side window leads down to the original vault where gold from the Klondike was stored.

On the corner of the building is a plaque. Remember the Battle of Seattle? It was fought here. What does the plaque say originally stood on this location? _____ What date does it give for the Indian War? _____ What date did we give you? _____

This bank in December 1972 received the Real Estate Brokers Association Environmental Impact Award. After viewing the bank list three reasons why you think it got the award:

1. _____
2. _____
3. _____

Now look at the sidewalk in front of the bank. What kind of strips do you see there? _____ Below you is underground Seattle. At one time this sidewalk was one of the skylights that covered the lower sidewalk after the streets were raised. Notice the slight slant of the sidewalk. It covers the original walkway which is below you.

MAIN TO YESLER ON OCCIDENTAL AVENUE

As we cross the street (Main) going downtown what do you see filling the entire block on your right? _____ List three suggestions you could give the City Council to improve this block?

1. _____
2. _____
3. _____

What do you see across the street on your left? _____
What material are most of the buildings in this area made of? _____
This is the area that was burned down by the Seattle Fire. This is the original downtown. The area you see before you is Seattle's present day skid road. Various interests in Seattle are trying to restore this section of the town. But as you can see, this area has a long way to go.

As we cross Washington going north, notice the buildings in this area. What is the name of the pawn shop? _____ Who owns the Safeway Store? _____ What is at 106 Occidental? _____
Look up on the roof across the street. What unusual sign do you see there? _____

If you look ahead of you, you will notice one of the landmarks of Seattle's skyline which was built in 1914. What is this building? _____ Also notice that Occidental is a divided highway. What is used to divide the road? _____

THE CORNER OF OCCIDENTAL AND YESLER

Look up the hill. Remember the hill that was used to slide the logs down to Yesler's sawmill? This is it. What was it called? _____
Behind you to the south is the land owned by Doc Maynard. To your north is Carson Boren's original claim that was given to Henry Yesler by Arthur Denny when Carson was away for the weekend. Why does Occidental Ave. just end here at Yesler instead of continuing on?

_____

_____

To the west of the shoe store are two brown doors with an address on them. What is it? _____ This is one of the entrances to underground Seattle. Tickets for the tour can be obtained a few blocks south of here. Notice the building they are working on. This is the now famous Olympic Block building that collapsed while workmen were attempting to restore it. This is one of the few buildings that survived the Seattle Fire.

PIONEER SQUARE

The area you see in front of you is Pioneer Square. This is where Henry Yesler had his cookhouse, which served as Seattle's first courthouse, church, dancehall, and meeting hall. This is where the first marriage in Seattle took place. Do you remember the bride and groom? Who were they? _____
This is also where Chief Seattle gave his famous speech the day the Indians in the area agreed to move to reservations and give up the land. If you look across the street toward the waterfront you will see the large Mutual Life Building. Here stood Seattle's first industry owned by Henry Yesler. What was this industry?

_____

This area is currently being made into a park and plans are afoot to restore the buildings to their original condition. Where is the money for this project coming from? The Yellow-Green sign will tell you who is funding the Project. _____

_____

Walk over to the Brasserie Pittsbourg and look in the windows. What kind of business is this? _____ What you are looking at is the original street level in this area. You can see how much has been added by fill.

Now walk over to the totem pole. This is the second one the city fathers got from the Alaskan Indians. What happened to the first one? _____

Notice the drinking fountain near the totem pole. It has three fountains. The lower one is for dogs. The second one is for horses. And the third one is for people. Whose statue is on top of the fountain? _____ What does it say on the back of the statue? _____

Turn east and face the Pioneer Building. This is one of the older buildings in Seattle and it is the key to plans to restore Pioneer Square. Currently only the first two floors are being used. Who is using the second floor of the building? _____ What businesses are using the rest of the block to the north (toward downtown)? _____
_____
_____

Why do you think they are using cobble stones instead of grass for the park?
_____

As this is the heart of the restoration district, what recommendations can you make to the city council for further improvements?
_____

_____

_____

POST AVENUE

Walk west down Yesler to Post Avenue. Looking toward the bay what is the two-level highway you see ahead of you? _____ Why did they build it on two levels? _____
List one advantage and one disadvantage for this kind of construction:

1. _____

2. _____

Notice the hotels in the area. What are their names? _____
_____
Describe one of them. _____
_____
_____
_____

These places are also known as flophouses. Rents are cheap and the rooms are the permanent home of many of the residents of the district. Turn north up Post Avenue. You are walking along what used to be Seattle's waterfront. Near here stood whose wharf? _____ Notice the old windows in the back of the Mutual Life Building. Do you see what used to be the street level here? All the land between here and the waterfront is fill from Denny Hill, the digging of the Duwamish waterway, and sawdust from Yesler's mill. On the northwest corner of the building you will see a small patch of the original street. What material was the street made out of? _____ We will see an entire street like this later in the trip.
Turn and walk back to Yesler. Looking up the hill you can see the progress that was made in the first attempt to restore the Olympic Building. What did they do to the outside of the building? _____
_____
On the south side of Yesler you can see a Barber Shop. What is unusual about it?
_____

1ST AVENUE SOUTH - YESLER TO WASHINGTON

On the corner of Yesler and First Avenue is one of Seattle's best known Women's fashion stores. What is its name? _____ This block is in bad need of face lifting and as you will notice some efforts are being made in this direction. On the east side of the street is the _____ Wax Museum. Also over there is the State Hotel. Is this building being used? _____ What could be done with it? _____
_____
How much were rooms there? _____ On the west side of the street are a couple of small shops and a steam bath. What are the two shops? _____
_____
At the south end of the block is the Maynard Building. Here is a good example of the sunken sidewalk and the original street level. Notice the overhead wires. What are they used for? _____

GRAND CENTRAL STATION

You are now entering Grand Central Station. A private firm has resotred this building and opened it up for many small shops. There are two levels to this building. The lower floor was at one time the original first floor before the streets were raised. It is an example of what city planners hope can be done with underground Seattle. Wander around the main floor and list the names of six of the shops.

_____ _____

_____ _____

_____ _____

Now go to the lower level. List six of the shops down there.

_____ _____

_____ _____

_____ _____

What kind of store is the Dollar Bill? _____
What material is this building made out of? _____ Remember the new Fire Code after the Seattle Fire?

The cost of renewing this building is $2 million. The shops in here are relatively low in rent. The rent for the Glass House, for example, is $160 a month. At these rents it will take a long time to pay for the building. When we leave, go out to the park and look on the outside wall of the building. Who is financing the restoration? _____ What is the name of the park and who is paying for it? _____ This building also received an environmental impact award.

OCCIDENTAL - MAIN TO JACKSON

This block has almost been completely restored and some of Seattle's better known shops are here. The first shop on the block is French, L'Accent. The next is German, Das Gasthaus - what kind of place is this? _____
What is at 307 Occidental? _____ What is at 311½? _____ What is at 313? _____ At 312 Occidental is where Mrs. Skidmore's husband works. What is the name of this business?
_____

OCCIDENTAL - JACKSON TO KING

What is Society's Child, Inc.? _____ At the alley what does the sidewalk cross? _____ On the corner of Occidental and King is a different kind of business (on the East side of the street). What is it? _____ When you reach King Street if you look south you will see some construction behind the buildings in front of you. This is the location of Seattle's domed stadium. What two problems do you see with this location for a stadium?

1. _____

2. _____

2ND AVENUE SOUTH - KING TO MAIN

The huge tower you see in front of you is the King Street Station. What kind of station is this? _____

At the corner of Jackson and 2nd you will notice the Pioneer Wine and Supply Company. This is another of the underground shops in the area. What is the name of the shop just north of the Wine Company? _____

At 321 2nd Ave. is the Wee Bit O' _____

What is the name of the store with the huge horse in front of it and what kind of store is it? _____

Truck Company No. _____ operates out of the fire station. This is also the home of Medic One. What is Medic One's function? _____

_____

On the corner of Main and 2nd Ave. on the north side of the sidewalk there is a plaque. What does it say was started on this location and on what date?

_____

_____

LEAVING PIONEER SQUARE - DOWNTOWN SECTION
ROUTE: Fourth Avenue to Denny

At the corner of Fourth and James we have block size buildings on each corner. These are the municipal buildings. Check your inset map and write down their names.

_____

_____

Why are they located so close together? _____

_____

Watch for the YMCA. On what side of the street is it located? _____

The Rainier Club, an exclusive men's club is located between which streets?

_____

What building is across from the public library? _____

_____

How much of an area does the public library cover? _____

Name its boundaries _____

What is the name of the hotel at the corner of Fourth & Seneca? _____

This land was the site of the original _____

From Seneca to Pine is a speciality area. What do you find there? _____

_____

_____

At what street do you find the entrance of the monorail? _____

Where does the monorail go? _____

What kinds of businesses do you find north of Virginia? List three kinds.

_____ _____ _____

How are any empty spaces used? _____

Notice the "Host Information Center" on the wall of the fire station. What does this mean? _____

What kinds of people might stop for information? _____
Notice where KOMO TV is located.
Why is KOMO TV located near Seattle Center? What makes this a convenient location for them? _____

_____

What hill is located behind the Center? _____

What traffic problems can you see occurring at the intersection of Fourth & Denny?

_____

Give two reasons why this area was chosen for the World's Fair.

_____

_____

QUEEN ANNE SECTION

ROUTE: Denny to First Avenue North to Mercer

Look closely at the shops found around here. What stores seem to be common?

_____

Which facilities seem to be here especially to accomodate the Center goers?

_____

_____

What transportation problems can you list because of what you observe around here?

_____

ROUTE: Second Ave. West to Olympic Place

Pay particular attention to housing conditions now 'cause we're about to see quite a contrast.

In what condition are the apartments on 2nd Avenue? _____

How would you classify them? _____

There are some one family dwellings on Olympic Place. In what condition are they?

_____

What change do you observe in the size and condition of the apartments as you travel west on Olympic Place?

_____

KINNEAR PARK:

This was one of the nicer viewpoints on Queen Anne Hill but visual pollution has been at work. What major industrial complex blights the view of Elliot Bay?

_____

Note the shape of the piers going into Elliot Bay. Why have they been placed into this position? _____

Can you find Duwamish Head and Alki Point? Why do you suppose the early settlers couldn't see Elliot Bay from Alki Point? _____

_____

LEAVING KINNEAR PARK

ROUTE: Traveling north on 10th Ave. West

What would you classify this neighborhood like? (Its economic classification)

_____

List three observations about the area. _____

_____

_____

Look down to the west and you can catch a glimpse of Pier 91, the naval supply depot. Why was this a good location for this facility during World War II?

_____

ROUTE: McGraw going east to 7th Ave. West

List two observations about the kind of neighborhood you are travelling through.

_____

_____

South on 7th Ave. What are the major features of these houses?

_____

_____

How old do you think this area is? _____

What evidence can you list that will support this estimate? _____

_____

WEST HIGHLAND DRIVE

What change in the homes do you now observe? _____

_____

What would be the reasons for that change? _____

_____

KERRY PARK

Check the plaque in the guard wall. How did this park come into being? _____

_____

Can you see the granary from here? _____

List at least two other examples of visible pollution that you can see from this spot.

_____

_____

What parts of Seattle Center are readily visible from here? _____

_____

What change in living area do you observe opposite the park and eastward to Queen Anne Avenue? _____

What type of people would you assume would live here? _____

Why? _____

UP QUEEN ANNE AVENUE

List two types of businesses found north of here in this shopping district.

_____

In what way does this shopping area differ from downtown? _____

How would prices compare in the specialty shops here with the prices in department stores downtown? _____

Why? _____

In four complete sentences, give a graphic, detailed word picture of Queen Anne Hill. Include the types of houses you have seen as well as businesses, streets, conditions and people.

NICKERSON CROSSING FREMONT BRIDGE

When we cross the bridge, what body of water are we crossing? _____

What is wrong with the traffic pattern at this corner? _____

Describe what you see around Lake Union. _____

Immediately north of the bridge we enter the Fremont District. How does this shopping area differ from the one at the base of Queen Anne Hill? _____

List the kinds of businesses you see here.

WOODLAND PARK AND ZOO AREA: LUNCH TIME

This area is one of the most controversial areas in Seattle today. Forward Thrust, a futures project which gave Seattle its Metro Program among other improvements, has allocated money to revamp and improve the zoo area. One of the plans submitted for improvement has been to make the park area smaller and build a part of the zoo so it crosses Highway 99 - a building over the highway. Look around you and observe how this land could best be used.

Write at least two suggestions so that we can submit them to the City Council.

Now take a few minutes to go over your papers and fill in those missing blanks before you eat lunch. Do this while the pictures and ideas are still fresh in your minds.

ROUTE: UNIVERSITY AREA - East on 50th, Across Highway 5

Notice the number of small stores we pass along this route. How would they be affected by a chain, like Safeway, moving in? _____

_____

Describe the kind of people who would live here. Why? _____

_____

What kind of neighborhoods are we going through? Describe them. _____

_____

_____

Why did the city give so much land for the freeway? _____

_____

What happens to neighborhoods when a freeway goes through a city? _____

_____

_____

ROUTE: South on 17th

This street is what is called Greek Row, a name given it because of the occupants of these houses. No, they aren't all Greek. They are members of fraternities and sororities, semi-secret organizations whose names are taken from the Green alphabet (Alpha zi Delta) These fraternities and sororities have similar houses and organizations on practically every college campus in the nation.

From what you observe about these houses, can you make one generalization about these societies and the people who belong to them?

_____

_____

_____

ROUTE: Through University Campus

Why do you suppose there is a guard at the entrance to the University?

Look closely at the people walking on campus. What does the average age appear to be?

Choose one person you see and describe him/her.

CAMPUS: We shall just drive through here - pay attention to what is being said and KEEP YOUR EYES BUSY.

ROUTE: 40th St. Exit to 15th to N. E. Pacific

There are usually funny buildings on the fringes of university campuses. Can you find evidence of this? List the kind of buildings you see.

What evidence do you have that the University has grown beyond its boundaries.

What traffic problems do you observe here?

The University of Hawaii give college credit to those students who can finish a semester without driving a car to school. Do you think that type of incentive would work on this campus? What methods of transportation could be used around this campus to alleviate the automobile-driving/parking problem?

ROUTE: Crossing Montlake Bridge - Portage Bay is to our right. What body of water is to the left?

What major section of the city are we entering now?

Describe the area.

Notice that the streets coming into this thoroughfare are on a slant. Why?

_____

_____

ROUTE: From Aloha to 14th

Notice the large size of these houses. This is the area known as President's Row, the wealthiest and oldest area in the city. Contrast these houses with those on West Highland Drive on Queen Anne.

_____

_____

_____

_____

In which area would you prefer to live? _____

Why? _____

How old would you say this area is? _____

List the evidence that gives you the idea of its age. _____

_____

What signs do you have that the neighborhood is deteriorating?

_____

_____

_____

LAKEVIEW CEMETERY SECTION OF FIELD TRIP

ROUTE: Lakeview Cemetery Drive to the top of the hill. Just to the right or north of the crest, stop at the 10-foot column that marks the Denny gravesite. Unload the bus. Separate into three groups.

Group I Walk down the hill northwest until you come to the large house-like tomb of Austin A. Bell. Turn and face across the road and you will see a monument marking the tomb of one of the founders of a Seattle suburb. Whose tomb is this? _____

Group II Do not stop at the Denny graves - go down the hill and turn left on the first road you come to. Follow your map.

Group III Stop at the Denny graves. Turn and go to Doc Maynard's grave. Follow your map.

First stop at an 8-foot white column that marks the Terry gravesite. Which Terry that we have talked about is buried here? _____ How old was he when he arrived here in 1852? _____

Old Tom Mercer - Born March 11, 1813 at _____, Harrison County, Ohio. With his family crossed the plains to Oregon Territory in _____. What is the next line? _____

When was this monument erected? _____ Notice its condition. Walk around it. Notice he had two wives. The one we talked about died at the Bridge of the Gods. What is her name and when did she die? _____ Where does this say she died at? _____ What state was she from? _____

Princess Angeline - Born 1811, Died 1896. Daughter of whom? _____ Who converted her to Christianity? _____ Why was she buried next to Yesler? _____

Henry Yesler was Seattle's leading citizen until his death in _____. Did he ever marry? _____ Notice unused grave.

Dexter Horton - Seattle's first banker. At the Horton grave look at ship canal (man-made). How old was he when he died? _____ The whole family is here on the raised platform. How many are here? _____

Daniel Smith, the man who saw his claim in a looking glass is buried here. What is his native state? _____

David S. Maynard, M.D. - At this grave, look at Evergreen Point Floating Bridge. Born in Vermont. When did he die and how old was he? _____

Who is buried next to him? _____

The Denny family - Find Arthur Denny's grave. Where did he die and how old was he? _____ Which members of the family were born in Seattle and on what dates? _____

Which member of the family does not have a marble cover? _____

Remember Carson Boren? Arthur Denny sold his land to Yesler for his sawmill -- when Carson was away for a weekend. Look to the right of the column and to the rear (in the shadow if the sun is right). When and where was Carson born? _____

When and where did he die? _____ Did he outlive Arthur Denny? _____

* * * * * * * * * * *

From your observation of the graves, make a statement as to who were the most wealthy of our early pioneers. Show why you answer as you do, use details.

_____

_____

_____

Observe the number of graves in this cemetery, and compare that to the population of Seattle. How long before this cemetery will no longer be able to accomodate bodies?

_____

How could the available burial land be used to best advantage? _____

_____

If you have been a careful observer, you will have noticed the valuable view property on which you stand. The City of Seattle is losing much money by the present use of this property. If it were not a cemetery, what do you think could be placed here that would be an economic asset to the city? _____

_____

_____

Would such a plan to remove the cemetery and relocate the graves be economically possible? Why or why not?

_____

_____

Would it be morally acceptable? _____

Who might object to such a thing? _____

Why? _____

What forms of segregation do you find here? _____

_____

_____

ROUTE: Broadway District - Central Area - Mercer Island - School

As we leave the Volunteer Park area and proceed down toward the Broadway business district, we are traveling through a _____ area.

How old do you think these homes are and in what condition are they?

_____

BUSINESS SECTION OF BROADWAY

This is a little city within a city. Name the types of service and products you could find here.

_____

_____

List some points about this shopping area you can contrast later with other shopping areas. _____

_____

(include appearance, size of stores, types, condition)

What major university do we pass on Broadway? _____

Is it private or public? _____

How can you tell? _____

We are now proceding to the area of Broadway known as Pill Hill. Give three facts that you notice that confirms that name. _____

_____

We are now proceeding to Broadway and Boren. We jog along Boren to the intersection of Yesler. What other streets converge at this intersection?

_____ _____ _____

Give a general, descriptive sentence of this area, include types of stores, their condition, people on the streets, overhead wiring, shrubbery, etc.

_____

_____

As we travel down Yesler Avenue, notice the kinds of businesses. Name some.

_____

Are these the kind of businesses that the average homeowner in the neighborhood could use? _____

List the appearances of these shopping areas and compare them to your previous impressions of shopping areas. _____

_____

_____

Notice the housing along 23rd Ave. How can you tell if a house is vacant?

_____

How many vacant homes do you see? _____

What may account for this condition? _____

_____

Name three types of people you see in these areas (Broadway, Central Area)

_____

Choose one person who seems typical of the area and describe him/her. (clothes, age, type, etc.) _____

_____

_____

This is Garfield High School. You must have heard something about this school in the newspapers. We are close to the heart of the Central Area here. There is a municipal pool located next to the high school. What is it called? _____

Look closely at the sign in front. It was built with _____ funds. This pool is not open and available at all times. What reasons could you give for that? _____

Notice the contrast in housing as we move south on Empire Way. Describe the difference in housing you note from those you saw earlier on Queen Anne, University district, etc. _____

_____

_____

ROUTE: Lacey Morrow Floating Bridge - Interstate 90

We are going to travel across the Mercer Island floating bridge. When it was built, it was the longest such bridge in the world. Engineers at the time said that such a bridge couldn't be built, but as you see they were wrong. Notice the Indian carvings on the entrances and exit to the tunnel. What is written on the tunnel?

_____

The houses built above the tunnel are in what district? Check your maps for the answer. _____

Notice the housing on Mercer Island. What other area you have seen today is similar?

_____

The city of Mercer Island is located on your right. Would you call this a planned community. Give evidence to support your answer, either yes or no.

_____

_____

_____

From looking around see if you can estimate the population of this island. _____

What is the major use for the land here? _____

Toward the east end of the island, we will pass a small industrial park. Name three companies located here. _____

_____ _____

Give two reasons why these companies located on the island. _____

_____

_____

At the Factoria Interchange (one of the largest in Washington State) what two highways converge? _____

Most complicated interchange - measured by levels.

What major cities can you travel to from this point? _____

_____

Name _____
Teacher _____
Bus _____

This is to organize our thoughts before we begin to write letters to the city council/ letters to editor as to our findings on our field trip and our recommendations to improve the city. Fill in all areas that pertain to a topic. Use details from your field trip observations. Since this is data that we will be using to send out of school, be thoughtful and careful about what you write down. Be Mature.

PROBLEM	AREA	What you saw	What's being done	What should be done
Traffic congestion	Stadium			
	Queen Anne (Center)			
	U. of W.			
	Central Area			
	Downtown			
	Pioneer Square			
PARK CONSTRUCTION & MAINTENANCE	Occidental Square			
	Kerry			
	Kinnear			
	Pioneer Square			
	Woodland			
POLLUTION (clarify whether visual or noise, etc.)	Pioneer Square			
	University District			
	Central Area			
	Downtown			
	Queen Anne			

OTHER COMMENTS ABOUT THE ABOVE: _____

PROBLEM	AREA	What you saw	What's being done	What should be done
HOUSING, BLDG. CONDITIONS	Pioneer Square			
	University			
	Central Area			
	Downtown			
	Queen Anne			
THE POOR	Pioneer Square			
	University			
	Central Area			
	Downtown			
	Queen Anne			
GOVT. COMPETENCE (good things city is doing)	Pioneer Square			
	University			
	Downtown			
	Central Area			
	Queen Anne			
GOVT. INCOMPTENCE (things city is ignoring)	Pioneer Square			
	University			
	Downtown			
	Queen Anne			
	Central Area			

Which segment of the field trip was the most meaningful? _____

_____

Why? (use details) _____

_____

_____

Which of the areas we traveled through had you never been to before? _____

_____

Which area would you have liked to know more about before you had taken the trip?

_____

Why? _____

_____

Use two (2) words to describe your feelings as you passed through the following areas: Try to pinpoint the place within the area when these feelings came out. DO NOT use words like, "good" and "bad". They don't tell us, or you, or the city council a thing. Some words that may apply could be "awed, indifferent, angry, confused, uneasy, interested, curious, amused, frightened, cautious, embarrassed, disgusted, compassionate, pitying, scornful, impressed, jealous, perplexed".

A. Pioneer Square _____

_____

B. Downtown _____

_____

C. Queen Anne _____

_____

D. University _____

_____

E. Central Area _____

_____

F. Lakeview Cemetery _____

_____

G. University Campus _____

_____

HIGHLINE PUBLIC SCHOOLS SCHOOL DISTRICT 401

P.O. BOX 66100 SEATTLE, WASHINGTON 98166

CARL JENSEN, SUPERINTENDENT

CHINOOK JUNIOR HIGH SCHOOL
ROBERT C. MILLS, PRINCIPAL
18650 42ND AVE. S.
SEATTLE, WASH. 98188
CH 4-6100

January 24, 1973

Seattle City Council
Seattle, Washington

Gentlemen:

Our ninth grade history class has been studying about the City of Seattle. We have recently taken a field trip to the metropolitan areas of Seattle and have observed the following problems and offer the following suggestions.

PROBLEMS	SOLUTIONS
Visual pollution in Pioneer Square area.	Assign indigents to clean up streets and alleys for room and board
Potential traffic conjestion in Domed Stadium area	Shuttle buses from area restaurants. Use of trains for patrons in out-lying area
Pioneer Square	Mall off area (eliminate traffic). Build museum in Mutual Life Building
Lake View Cemetery	Allocate city monies for the restoration of grave sites of early Seattle Pioneers (i.e. Doc Maynard, Ball, Renton, Mercer, etc.)

As concerned citizens of Seattle we hope you will seriously consider our suggestions. Thank you.

Sincerely,

Mrs. Muccilli's 4th Period
Washington State History Class

ADMINISTRATION OFFICES: 253 SOUTH 152ND STREET: CH 4-6100